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ABSTRACT

This document consists of 12 papers that, together, summarize the key issues underpinning future research and policy development related to intergenerational programs (IPs). "Introduction" (Alan Hatton-Yeo) discusses the project out of which the papers developed. "A General Assessment of IP Initiatives in the Countries Involved" (Ann-Kristin Bostrum, Alan Hatton-Yeo, Toshio Oshako, Yukiko Sawano) considers the historical and cultural roots of IPs, the role of IPs as instruments for solving priority social problems in given countries, the status of IPs, the training of IP professionals, and future needs and assessment of IPs. "Public Policy and Research Recommendations: An International Perspective" (Alan Hatton-Yeo, Jumbo Klerq, Toshio Oshako, Sally Newman) presents general recommendations, recommendations concerning four specific impact areas of IPs in public policy (economy and employment, society, lifelong learning, health), and recommendations concerning IP development and implementation strategies. The remaining papers, which focus on the past, present, and future of IPs in specific countries, are as follows: "China" (Sun Maintao); "Cuba" (Raul Hernandez Castellon); "Germany" (Ludger Veelken); "Japan" (Yukiko Sawano); "The Netherlands" (Jumbo Klerq); "Palestine" (Nora Kort); "South Africa" (Cathy Gush); "Sweden" (Ann-Kristin Bostrum); "The United Kingdom" (Alan Hatton-Yeo); and "The United States" (Sally Newman). The bibliography contains 47 references. (MN)

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INTERGENERATIONAL PROGRAMMES: PUBLIC POLICY AND RESEARCH IMPLICATIONS AN INTERNATIONAL PERSPECTIVE.

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INTERGENERATIONAL PROGRAMMES: PUBLIC POLICY AND RESEARCH IMPLICATIONS. AN INTERNATIONAL PERSPECTIVE

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FOREWORD

This monograph is the result of a collaboration sponsored by UNESCO. It aims to highlight the importance of Intergenerational Programmes to many areas of policy. Necessarily in a study of this length it can only begin to explore the potential of this area of work but it seeks to lay out key issues for future consideration. The most powerful finding of this study, in many ways, was the strength of mutual understanding and recognition of relevance that was quickly established between authors from very different countries and cultures.

The monograph aims to summarise key issues to underpin future research and policy development. It aspires to be of interest to professionals involved in all aspects of public life. Most importantly of all it reminds us that irrespective of where we are in the world the quality of the contact and connectivity of the young and old says much about the quality of all our lives.

Intergenerational programmes are vehicles for the purposeful and ongoing exchange of resources and learning among older and younger generations for individual and social benefits.

It is proposed that the following characteristics are essential to the success of such programmes:

- They demonstrate mutual benefits for participants.
- They establish new social roles and/or new perspectives for young and old participants.
- They can involve multiple generations and must include at least two nonadjacent and non familial generations.
- They promote increased awareness and understanding between the younger and older generations and the growth of self esteem for both generations.
- They address social issues and policies relevant to those generations involved.
- They include the elements of good programme planning.
- Intergenerational relationships are developed.

International definition adopted in Dortmund April 1999.

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Introduction

Alan Hatton-Yeo

The end of the twentieth century finds a world that has become an increasingly diverse and complex place. Shifting trends in urbanisation, technology, industrialisation, health and social structures throughout the world has meant that many of the paradigms and belief systems that policies and cultural systems have been based upon have been, and continue to be, subject to tensions and realignment. One consequence of these changes has been that across the world, the need to maintain or develop social cohesion has become increasingly important.

The world is diverse and culturally rich and there can be no expectation that those ideas and initiatives linked to Social Policy will necessarily have a broad applicability. However, when UNESCO had the foresight and presience to bring together leading representatives from ten countries from around the world to discuss Intergenerational practice and programmes, and the relevance of these to Social Policy, they could not have predicted the degree of resonance that would be achieved for all participants and by implication for the future development of Intergenerational work around the globe.

Although no commonality of experience can be assumed there were significant common trends that were identified by the collaboration across the participating countries, these included:

- An increase in life expectancy and consequently increased numbers of older people. This demographic shift was apparent for all countries. It should be noted that according to the UN such a rapid and ubiquitous growth has never been seen in the history of civilisation.

- Changing economic and welfare patterns with the consequent risk of older people being seen as either a burden or less valuable or respected than in previous generations.

- Changes and realignments in the structure of the family, often exacerbated by the need for mobility for individuals engaged in economic activity, which have actual or potential significant consequences for Social Policy.

- The promotion and development of the 'Life Long Learning' movement.

- Changing relationships between the young and old often characterised by a lack of understanding of each other.

- A need for Social Policy to be rooted in engaging the whole community in a way that is both positive and recognises the mutuality of the relationships of different groups to one another.

This monograph can do no more than introduce and demonstrate the potential for Intergenerational work to be an agent of Social Policy Development and change. With the support of UNESCO it seeks to pose significant questions about how present, and future, generations of young and old people can be mutually engaged in society to the benefit of their whole communities.

In the following chapters this argument will be developed in greater detail. The chapters from the participating countries each give an overview of the context of the policy and practice of intergenerational programmes and identify those factors that make this approach relevant and significant. As would be expected these are at very different stages of development and recognition in the different cultures represented. However, in all cases the need for an informed, structured approach to intergenerational practice as a key component of Social and Public Policy will be explored and drawn out.

The findings and discussion in the country chapters is explored and summarised in chapters two and three of this monograph. In chapter two the features and attributes of effective Intergenerational Practice are drawn out and summarised. In chapter three the policy and research implications for developing consistent national and international approaches is described and recommendations are made for the future promotion and development of intergenerational practice. It is intended that this overview will highlight key features that can then be further developed through the texts detailed in the bibliography.

This monograph seeks to develop the debate about the potential of promoting relationships and interchange between the young and old as an integral part of Social and Public Policy. It describes from the perspectives of different national experiences, why such an approach is considered essential and details a research and development framework that provides the template for taking this work forward. In demonstrating its wide cultural relevance the authors aim to demonstrate its wide reaching value and significance.

UNESCO is grateful to the authors' of this monograph for coming together to develop and share a vision of the potential of Intergenerational work to make a significant contribution to the quality of the different societies that we live in. It is their hope that this text will stimulate further debate and research to build the solid foundations necessary for the future development of effective policy. It is our belief that the nations of the world need to address the nature and quality of the relationships between its youngest and oldest members if we truly aspire to be civilised societies.

Footnotes

Throughout this monograph Palestine is referred to as a Country. This is for editorial convenience and implies no opinion of Palestine's legal status.

The abbreviation IP is used throughout the monograph for Intergenerational Programmes.

Chapter One

A general assessment of IP initiatives in the countries involved

Ann-Kristin Bostrum, Alan Hatton-Yeo, Toshio Ohsako, Yukiko Sawano

The country reports provide a rich and insightful summary for each participant. In particular they help us to understand the historical and cultural roots of intergenerational thinking and practices within different cultures and to determine both common trends and practice that may be country specific. In providing an overview of the reports we draw attention to the a range of factors that have implications for the development of IP policies and practices:

1. Intergenerational programmes: a shared common vision for united generations:

The researchers who participated in the comparative study agreed with the following common definition of intergenerational programme.

"Intergenerational programmes are vehicles for the purposeful and ongoing exchange of resources and learning among older and younger generations."

This broad definition of IP encompassed the different developmental status and cultural context of participating countries. Without this international co-operative research would not have been possible. This shared vision of IP guided our collaborative international research on IP.

2. Historical and cultural roots of IP:

The country reports demonstrate that IP do not start from zero and that common and culturally different "roots" of IP exist, even where they are not formally described in this way. The reports provide rich evidence that the concept "intergenerational" is not new and is historically imbedded into the familial and patriarchal relationships of different cultures.

In China, Japan and Palestine, where the filial relationship has been characterized by great respect for the old, the word "intergenerational" describes a traditionally cherished value. It is interesting to observe that the terms: intergenerational learning, intergenerational exchange, intergenerational communication, have long been interchangeably used. As a consequence, some form of intergenerational practice has been present in a number of countries.

From the reports it can be established that there is a general agreement with the importance of connected generations rather than divided generations. The Netherlands reports the long-established tradition of voluntary work as a contributing factor to the development of IP in this country. However, the report also comments that a relatively rigid distinction assigned by this society between public and private matters make the implementation of some IP programmes difficult (e.g. grand parenting projects).

It seems that there are two historically important underlying factors which render support to IP in the countries surveyed: 1. The transmission of traditional culture by the elderly to the young and; 2. The need to unite generations including through family ties.

We have identified from the reports two potential challenges to the future development of IP in comparison to historical practice. Firstly, there is a need to move from the one-way traditional IP (the young learning from the old) to IP based upon reciprocal relationships between different generations. Secondly to investigate the feasibility in different cultural contexts for developing non-familial IP where biologically unrelated members of different age groups are involved in the interaction.

3. IP as an instrument for the solution of priority social problems of a given country:

Uniting separated generations:

In both industrialised countries and developing countries (to a lesser degree) there are significant changes in family structures that have caused varying degrees of separation between the young and old members of families and affected familial relationships negatively. The reports recognise that IP provides an important means to restore the broken ties between generations.

Recapturing and reassessing the transmission of traditional culture:

Some countries expressed their wish to explore ways to transmit their traditional culture through IP. There was a recognition of the value of Elders in transmitting history and culture to the young to give them a sense of their place in time and to ensure that traditional culture was not lost by default.

Encouraging active cross-generational working and social life:

As highlighted by the German report, older people can maintain and update the necessary skills required by our technology and information intensive society by learning together with the younger generations. Older people can provide young people with models for complicated decision-making processes, for formulating long-term developmental projects, and the technical and social skills required in the world of work. Older experienced retired managers and workers can also offer their expertise and support to younger workers in developing countries (e.g. the Netherlands) or within their own industries (e.g. Cuba).

Sharing resources among generations:

"Resources are more wisely used when they connect generations rather than separate them" (Generations United, Policy Agenda for the 106th Congress). The national reports overwhelmingly support this idea. IP can mobilise the human resources of both the young and the old. By encouraging the elderly to engage themselves in gainful activities and an active social life, it contributes to national efforts to offset the potential financial burdens

associated with a growing population of older people. In countries, where heavy administrative and financial responsibilities are experienced by the public sector (e.g. Cuba), IP can provide untraditional ways to create and share resources among different sectors (family, child, labour, health, education, etc).

Challenging social problems cross-generationally

There is increased need to develop increased and different forms of childcare reflecting the growing numbers of both parents working, the increase in single parent families and the catastrophic impact of disease and drugs in some communities. Social support networks for isolated older people and more individualised services and rehabilitation programmes to address issues such as school-dropout, drug abuse, school violence and vandalism are also urgently needed. There is also a need to develop further ways of addressing the needs of our increasingly multi-cultural society as well as health promotion and neighbour development and housing projects. Some countries are already successful in adapting an IP approach to tackling these social issues, for others, it is a future challenge.

IP contributing to lifelong learning:

IP, by its nature, provides a framework for the development of a coherent approach to lifelong learning that is firmly rooted in community education. It recognises that learning is a process that occurs across the life-course, that people may have different needs and interests at differing stages of their careers and brings out the potential for shared learning across the generations to enrich the curriculum for all.

4. Status of IP:

Theory and practice:

What is fairly common to all the participating countries of the present comparative study is that IP is being developed in a diverse and wide range of practical ways but with a limited theoretical or conceptual basis in most cases. The achievement of coherent and solid theoretical foundations for IP, particularly of in the context of multi-disciplinary practice, is a priority task for IP.

Models of IP:

Countries are not following identical courses of IP development. Some countries acknowledge that they have not yet developed recognised "models" of IP but are able to identify programmes from other areas that have intergenerational dimensions. Other countries (e.g. Germany, Japan, the Netherlands, the USA, the UK) have developed more "model" cases and structured IP designed to attain a specific outcome and impact. Three types of IP are most frequently described. These are: (1) Older adults serving children

and youth; (2) children and youth serving older adults; (3) The old and the young together serving the community.

IP is described as being implemented in a wide variety of settings - schools, universities, the community, youth organisations and industries are just some examples. In regard to the method of implementation of IP, the reports favour a multidisciplinary and a decentralised approach to IP. As the UK report points out, this approach allows intersectorial co-operation involving various agencies and institutions. This attribute of IP in allowing work across traditional administrative boundaries is an important feature of the approach.
Some countries prefer the objectives of IP to be clearly pre-determined with concrete objectives and expected outcomes but others are aiming at a more generally defined outcomes and benefits, for instance improved communication and dialogue between generations, enjoying sports and art activities together, etc. Community centres, schools, universities, unions, local government and NGOs are the main organisers of IP in many countries.

A decentralised approach is popular in the sense that IP initiatives are linked to local needs and the aspirations of local people. IP initiatives are also linked to local social policy and existing local infrastructures, local points and resources as well as to national policies and practices.

Funding for IP comes from a wide range of sources including the State, local government, foundations, industry, and community donations. Most of the volunteers engaged in IP are not paid but in the US some older participants do receive a stipend. In many cases volunteers may receive assistance with their expenses. The Swedish report indicates that two big senior unions are happy to support older people working in schools as long they are not paid any salary and do not take the place of teachers.

5. Social policy and IP:

In general social policy addressing IP did not exist in the countries surveyed. However, as in the case of the USA, powerful ideas of IP are found imbedded into policies such as those governing education, ageing, health and social services, and employment. For example, an educational policy promoting lifelong learning and employment related legislative measures for the training of retired workers. In many countries, the establishment of intersectorial or inter-ministerial policies for IP is a desired course of action and is, in theory, well understood. However, much remains to be done to promote integrated social policies for IP, which is complicated by the fact that IP requires a creative synergy of policies, resources and programmes formulated by many different sectors and offices at both the local and national levels.

6. Training IP professionals:

With the exception of the USA training for IP professionals is at the early stages in those countries where systematic IP are being introduced. For the other countries it is a

challenge for the future. In developing countries, the training programmes offered by adult education - both formal and non-formal - provide a possible basis for IP. In Japan, during 1993-94, 75.000 senior citizens, who had received a graduate university degree (but not exclusively trained for IP), taught in schools. The South African Council for the Aged has established a training programme designed for older volunteers in order to cope with AIDS prevention and education.

7. Future needs and assessment of IP:

- Well researched and conceptually more solid theories of IP are needed. Data research and applied research is also needed to identify IP projects at the national level, to give hard evidence as to the value of IP.

- Evaluation: evaluative stock-taking of innovations in IP, assessing the effectiveness and accessibility of IP (giving hard evidence as to the value of the approach, a stock-taking of innovations of IP and the regional variations in such programmes (e.g. urban vs. rural)).

- Social policy advocacy and campaigning for IP in the areas of resource mobilisation, partnerships and strategic options for IP implementation.

- Clearer definitions of what is meant by the "old" and the "young".

- Better understanding of positive and negative factors of IP (e.g. the tensions created by generational encounters).

- More governmental funding for undertaking innovative IP.

- Training: for existing IP, training modules, self-evaluation techniques of volunteers and professionals, training courses for IP specialists (co-ordinators, teachers, managers and professionals) in a variety of fields; accredited training for professionals.

- Information/Documentation for IP: consultations, network, resource materials.

- Technical assistance to set up IP programmes.

- Human resource mobilisation: bringing together people involved with IP to promote its development strategically.

- Innovations: opening schools, kindergartens, universities, youth centres for IP.

- Using IP as a model for community action and development.

- IP dealing with computer literacy and functional literacy.

- Critical assessment of foreign models of IP in case of their adoption in another country.

In summary, the country reports enable us to expand our understanding of the potential of IP for the future and increase our understanding of IP both from an historical and cultural perspective. At the same time, the reports convince us that IP is a universally useful mobilising concept as well as a basic human process that connects generations for a common good. However, the country reports equally demonstrate that a wide range of unsolved issues concerning IP remain to be addressed in the future.

Chapter Two

Public policy and research recommendations: an international perspective

Alan Hatton-Yeo, Jumbo Klerq, Toshio Ohsako, Sally Newman

Introduction

Among the countries involved in this comparative study, it appears that there is a universal interest in promoting intergenerational programmes as a systematic national focus that is supported and reinforced through social policy efforts. Because of the political, structural, and economic diversity among these nations, the strategy and level (local or national) for implementing public policy intergenerational initiatives differs by nation.

It seems clear however, that there are some commonalties that help forge the intergenerational direction for each of the participating countries. These commonalties forecast a positive future for intergenerational programmes as a forum to promote global social change.

They each:

- Recognise the social areas in which IP can meet some specific needs in their country
- Understand the level (local and national) in which change can be implemented most effectively
- Recommend the programmatic areas in which change can be successfully effected
- Are optimistic about the viability for implementation of their recommendations
- Are committed to work toward the successful implementation of their recommendations

The UNESCO International Research Group on Intergenerational Programmes (UIRGIP) has made a series of observations and recommendations as a consequence of this collaborative study.

General Recommendations

1. The research group urges the need for policy-makers to promote an intergenerational approach in framing their public policies that will positively impact on the lives and issues that are a concern of all generations. Policy refinement and development should be examined across generations considering the diverse needs in sectors dealing with social security and welfare, pension, health care, social support, employment and labour, and lifelong learning.

All researchers from the different regions of the world who participated in the 1999 UNESCO comparative study on intergenerational programmes recognise the changing social realities and call for the recognition of the need for diversified forms of intergenerational collaborative intervention. The group also reaffirms the importance of

those intergenerational practices and beliefs that originate from a traditional belief in the importance of harmonious child-parent and child-grand parent ties in a family.

2. The relevance of IP is evidenced by the universal history of shared and reciprocal needs demonstrated by young and old. In nations across the world, we recognise that the generations need to nurture and be nurtured, to teach and to be taught, to have a successful life review, and to learn from and about the past, to share cultural mores and to have a cultural identity, to communicate positive values, to have positive role models, to leave a legacy and to be connected to a contiguous generation. The main goal of intergenerational programmes are to mobilise the efforts of intergenerational participants in these common dimensions of human need.

3. All over the world young and old are effected by the risks of the modern society; insecurity, lack of place in society, not being valued and not being accepted. The traditional transformation of knowledge, skills and values from generation to generation is under pressure. The meaning and motivation in life among all generations are weakening. We support the UN slogan "Toward A Society for All Ages" as a common vision and a guiding principle. We challenge these fundamental issues and conflicts and recommend that the spirit of Generations Together penetrates into every sphere of our lives. More importantly, the study group recognises the urgency to apply IP approaches toward solving social problems and issues which divide generations and invite generational conflicts.

4. In conducting the comparative study, researchers were constantly reminded of the diversity of the philosophies behind IP, of the cultural assumptions and beliefs underlying IP, and the unique practices in different countries and cultural settings. Any IP public policy drawn up should take into considerations the world of diversity and such policies should be inclusive as well as flexible meeting the needs and aspirations of all generations.

5. The study group concludes that if IP are to improve the lives of people, both young and old, they need to address and impact on all of the life-facets of children, youth and the elderly in family, school, out-of-school learning activities, the world of work, leisure, etc. The dimensions of IP, therefore, need to be integrated and built into an intersectional public policy agenda in such sectors as education, social service, child, youth and family, health and welfare, employment, economy, environment and culture. Sustained political leadership is a strong element to maintain collaboration and co-ordination across ministries and departments for implementing IP.

6. The researchers in the comparative study confirm that the development of intergenerational programmes requires partnership between government, ministries/departments, local and national governments, non-governmental organisations, employers and trade unions, research institutes and centres, the media, community learning centres and promoters of IP specialists.

7. The international comparative study was carried out to map out various types of IP's and identified the models of IP which should be taken into consideration in the process of the IP policy agenda setting. Four different groupings can be described. These are:

- Older serving children and youth (as tutors, mentors, resource persons, coaches and friends, a grandparent raising a grandchild)

- Children and youth serving older people (as friendly visitors, companions and tutors)

- Older adults and youth collaborating in service to community (e.g. environmental and community development projects)

- Older people, youth and children together engage themselves in informal learning activities, recreation, leisure and sports events or art festivals and exhibitions

8. The IP priority areas vary among nations. The development of IP's varies and includes family based initiatives (China, and Cuba, Palestine, South Africa), implementation of IP's in existing initiatives and organisations (Germany, Japan, The Netherlands, Sweden), and more structured and institutionalised programmes (the UK and the USA).

9. The relevance of an intergenerational approach as an instrument to tackle socially urgent issues has been evidenced by the following outcomes of IP implementation in different regions of the world:

- Transfer of cultural values and specific skills (arts and crafts) in China, Palestine, and Cuba
- More educational opportunities for children and the elderly (China)
- Cross age integration in voluntary organisations and university based programmes (Germany)
- A nation-wide campaign (Cuba and South Africa) on social issues such as poverty, illiteracy and basic education, AIDS and teenage pregnancies.
- a network between voluntary agencies, self help centres, and civil engagement and initiatives resulting in a dialogue between the generations (Germany)
- Intergenerational implementation strategies for new initiatives in existing organisations (Germany, The Netherlands)
- Bridging the gap between traditional culture (Tai Jiao, Hamula, collectivist African) and globalisation/westernisation (China, Palestine, South Africa) or the transition from three generation families into nuclear families (South Africa)
- Integration of the concept of intergenerational learning into the tradition of informal learning (Sweden and The Netherlands)
- Intergenerational approaches to community development (The Netherlands, UK)
- Intergenerational exchange programmes (China, Japan) based upon collaborative outdoor activities (camping and hiking), creative activities (arts, poetry, haiku, etc); gardening and cultivation of agricultural product activities and environmental services in parks, rivers and other public facilities.

- Legislative support for national community service and for national schools based intergenerational programs (the U.S.)
- Intergenerational program institutionalisation and professionalism of programmers (the U.S.)

Impact areas of IP in public policy

The researchers in this collaborative project make the following observations and recommendations on areas that IP can impact public policy.

A) On economy and employment:

- It is recommended that policy-makers examine possible benefits and needs assessment for an intergenerational distribution of public funds and service which is distinct from intragenerational funding and service distribution.

- IP can create and secure jobs for older adults who are retired from their "career" path but wish to continue to work – either paid or non-paid. Thus IP may help older people to secure income through such opportunities to serve younger generations. Such an approach will address current concerns about the shrinking work force resulting in part from the retirement of the baby-boomer generation and the prolonged longevity and reduced fertility rate of our times.

- The Gross Domestic Product (GDP) will generally increase when the work force of all generations participate actively in productive economic activities and also when different generations share resources constructively for a mutually beneficial purpose, rather than compete for them.

- IP jobs can keep people in gainful activity longer thus prolonging their age of entitlement to retirement benefits, or facilitating the partial receipt of pension by a pensioner as he/she continue paid-work, which will make it possible for public authorities to off-set some public spending on pension funds. This addresses the current concerns regarding how the world is to afford the demographic shift to an increasing 'older' society.

- IP provides diverse types of jobs, such as child care, grand parenting, mentoring and tutoring programmes and retraining opportunities for older workers and retirees appropriate to their physical, intellectual and social experiences. The services provided through these jobs benefit children and youth.

- IP creates jobs for older women who have been primary caregivers and may be in poverty due to unemployment, divorce, single parenthood, widowhood, etc. The need for care-giving is rapidly increasing (e.g. child care centres for working parents, single parents, or caregiver services for older people

- IP policy is needed that encourages post retirement training opportunities and programmes for employees. Grants, subsidies or tax benefit can be given to those corporations that implement such programmes.

- IP policy is needed that provides rewards through tax credit reimbursement or stipends that reward both young and old who serve each other and the community.

B) On society:

- IP contributes to a culture of peace through its empowerment of young and old people to promote social cohesion and solidarity, the unity of the generations and intergenerational collaborations.

- IP aims at improving the lives of all generations – children, youth, and older adults reducing generational conflicts or competition that may be the result of scarce resources among the generations.

- Intergenerational family caretakers are making a significant economic contribution by providing care or support for grandparents who may be in need of care or who may be caregivers for younger family members. Policies are recommended to support this population (i.e. housing transport)

C) On lifelong learning:

- An IP approach provides a smart and dynamic way to enrich the learning and teaching processes in and out of schools by mobilising the resources available through education and human service agencies more effectively.

- IP ensures that material, resources and learning space are shared and exchanged by the learners of different generations. It is a cost-effective way to invest in education. This practice is a sharp contrast to the traditional allocation of educational resources separately to different levels and types of education (e.g. formal versus non-formal, school versus adult education).

- IP proposes to educational policy-makers, an alternative to straightforward cuts to educational budgets, by introducing an effective way of mobilising educational resources through intergenerational collaborative and learning projects towards which local community and adult education centres, recreation centres, business, foundations, etc., collaborate for the mutual benefit of lifelong learning.

- IP's promote lifelong learning abilities throughout the lives of older persons for example encouraging them: to participate in training programmes for skill development and learning with and from youth about how to use and apply acquired knowledge related to information technology.

- IP helps older adults who are at-risk of being excluded from society and having a lonely life without family, to achieve a sense of one's worthiness through volunteering and other intergenerational services to young generations and society.

- IP can reduce the workload of teachers once a well-organised IP assisted by older adults is installed. Additional assistance in classroom activities helps teachers to better cope with already overloaded classroom responsibilities and routine paper work.

- IP helps school authorities to bring the school learning closer to the reality of life through the life experience older adults bring into the school – their community based experiences, wisdom, and reality-tested/proven knowledge, advice and information.

- IP can also speed up or accelerate the acquisition of life skills by young learners through their interaction with older adults who are skillful helpers in dealing with personal, social, intellectual and occupational knowledge.

- The school-based IP, designed to assist classroom teachers, can better meet the individual needs of learners as the provision of such IP facilitates a face-to-face or one-student-at-a-time learning situation as well as individualised care and attention for pupils provided by IP personnel.

- Pupils can be assisted by well-trained older volunteers who can cope with personality and social problems, such as family and school violence, AIDS; drug and alcohol abuse, school dropouts, teenage pregnancy, personality disturbance, motivation for learning, health, safety, etc.

- IP partners can also provide pupils with adult role models through direct interaction with adult volunteers in school who provide both academic, social and emotional supports.

- The school-based IP also makes possible interactive and reciprocal transmission of culture from the old to the young – this interactive passing of legacy is a valuable cultural role of lifelong learning.

- IP, by involving older adults in co-operative work with classroom teachers, they can expand the schools level of human and material resources; engaging older adults in activities that support the schools curriculum and social support for children.

- IP stimulates school-community co-operation that often leads to the donation of additional funds and resources from various community bodies, such as local business, foundations, community learning centres.

- IP supports a multigenerational sharing of educational resources for school facilities, space and materials and equipment. In this way, educational resources are more wisely used.

- IP encourages both the young and the old to learn about ageing and human developmental issues in schools and out-of-school and, by doing so, they become more aware and sensitive to pertinent economic, social, political and cultural issues on human ageing.

- IP's encourage youth to understand, befriend, and serve frail dependent older adults as part of the youth's service to the community.

D) On health:

- IP in general promote the social participation and active ageing of senior citizens. Active ageing is a counter-measure to increased health care costs due to population ageing. Young people's energy, freshness and exuberance can have positive and effects on older adults, which may help keep them healthy, preventing health problems and facilitating speedy recovery from illness or injury. This leads to affordable/reduced expenditure of medical and social care costs.

- Paid IP jobs or volunteer opportunities in IPs for older adult's helps this population maintain good health.

- IPs can create jobs for older persons who provide service to young people, thereby reducing probability of poverty and consequent deterioration.

- IP designed for care-giving services to older people who need professional assistance (particularly of long-term care) creates jobs for young and middle-aged people.

Recommendations for IP development and implementation strategies:

To strengthen the quality of IP in participating countries, the authors preparing each country report suggested strategies to strengthen their existing models. Because the level of IP differed in each country, the strategies recommended to strengthen these programs also differed. Similarly the anticipated outcomes and recommendations to strengthen these programs were diverse and represented many directions including more programme options, increased evaluation and research, and more focused public policy initiatives.

Networking:

To achieve more collaboration in the implementation of IP among partners networking of agencies and specialists in effective networks permits the exchange of and sharing of information on IP and can be a catalyst for the development of more IP at the local, national and international levels. Networking enables various organisations and specialists to share good practice, provide technical support, help agencies solve programmatic problems and develop ideas for grants to help sustain or expand the existing IP. The International Consortium of Intergenerational Programmes is an example of a networking body at the international level.

In the UK, Germany and the U.S., there are recommendations for networking activities among agencies involved in intergenerational programs. Through these activities existing programs could share good practice, provide technical support, help agencies solve programmatic problems, develop a forum to share ideas and apply for grants to help sustain or expand the existing IP and gather information for basic research.

Evaluation:

In Japan, Sweden, Germany, the UK and U.S. there are recommendations for evaluation of ongoing programs. Evaluations would integrate information that report the overall effectiveness of these models and their impact on older adults, children, youth, and professionals involved in the programs.

Several types and levels of evaluation were identified; external or internal, comprehensive or specific, multi-program or single programs. Recommendations for comprehensive, multi-program levels of evaluation were by the UK and the U.S. Effective evaluations could be used to justify continued program funding and to expand or replicate effective models, locally or nationally.

Training

IP generally contributes to the employability of both young and old workers. In Japan, South Africa, Germany, the Netherlands, the UK and the U.S. recommendations for strengthening IP were in training for different groups of older and younger participants and professionals who direct the programs.

In Japan, South Africa, Germany, and the Netherlands the training to be provided for the older and younger participants are in the following content areas:

Awareness and rationale for IPS
New roles for elderly in society
Skills needed by intergenerational participants and
Anticipated programme outcomes

In the UK and the U.S. training recommendations focus on professionals who need skills to effectively develop, manage and evaluate programs. (The difference in the training focus relates to the length of time these models have been in operation and the need for sustainability and expansion, and replication.)

Research:

In South, Africa, The Netherlands, Japan, the UK and the U.S. there are recommendations for systematic research that examines the social value of IPs, the level of access to all ages for intergenerational learning opportunities, the impact of lifelong

learning, the difference between rural and urban intergenerational programs and the effect on learning, growth and quality of life for children, youth and older adults.

As IP projects grow around the world, it will be essential to undertake more international comparative studies on public policy development, legislation and cutting-edge IP projects. These should aim to provide public policy-makers with a solid research-based knowledge and to further legitimise efforts to build-up the national capacities of IP and implementation.

Chapter Three
China

Sun Maintao

Introduction

China is an enormous country with a great deal of regional variation. Compare the situation of urban children with that of their rural contemporaries. The former may be growing up in hothouse atmosphere of intense exposure to literacy, while their rural counterparts still live in much the same way as their parents did. Although the rural population is largely literate after liberation, this is limited, and there is an increasingly large gap in educational achievement between rural and urban areas.

Chinese education is experiencing a great reform. China, a country which closed its doors to the outside for hundreds of years, adopted an open-door policy and started its modernisation drive in the 1980s. One of the most important things has been the introduction of the population-control policy in 1979.Since then, each couple has been allowed to have only one child, and though exceptions are made for special groups, the policy has been largely adhered to, at least in urban areas. As a consequence, city-dwellers in their thirties now have a single child on whom they lavish all their attention and to whom they try to give everything of which they were deprived - and the most important thing they seek for this child is success in education.

In such circumstances, it is not surprising that adults spend a good deal of time on their children and that much of this time is spent on teaching them to read or preparing them to do so. The process of preparation begins even before the child is born, this is called Tai Jiao, and reflects the Chinese belief that the date of birth is the same as the date of conception and is a system of education for the unborn child.

Education

In today's China, many parents and would-be parents are attempting to mould themselves again for their children's sake. Some parents who didn't receive a good education go to the open universities and study hard for the purpose of teaching their child. Today in China, it seems that children are expected to realise the dreams that their parents did not achieve and the parents consider their children's success as their own. They give up their own hope for the future and place it on their children, no matter whether it is fit for them or not.

In China, parents are regarded as critical to children's successes during their childhood and their school years. Children under three years cannot go to kindergarten but may go to nursery. However, most of the children in rural areas will stay at home and be cared for by their grandparents who will have only limited literacy. Nurses who usually come from poor and backward areas will look after children who cannot go to nurseries in urban areas. These nurses are aged between 16 and 22 with limited education and no

special training. They receive low pay for their simple work. Increasingly young parents do not ask their own parents to look after their children because it is believed that the traditional way of looking after the young children that the grandparents take is neither scientific nor sanitary.

When children are three years old, they become kindergarteners. They stay in the kindergartens to the age of six. For kindergarteners, the beginning of school will change their lives. It is a transition from the secure and accepting environment of the home to the more disciplined and judgmental environment of school, teachers and other children.

In China, there is an important principle to determine the quality of a school, and that is the proportion of students entering educational institutions of a higher level. If a junior high school has more students passing the entrance examinations and entering key senior high schools than other schools , this school will be considered a good one. It will be considered especially good if many of its students get into colleges and universities. Schools that do not have a large number of their students moving on to the next stage are considered bad ones.

Thus, every school, junior high school and senior high school level alike, is under great pressure from both the authorities and parents. Schools, for their part, shift the burden to teachers: in fact, some schools link the teachers' pay to their "achievements" - that is, the number of their students who enter schools of a higher level or universities. Teachers then have to put the load on their students, who are required to wade through a sea of exercises and to be buried in books. As a result, students have hardly any spare time for hobbies and entertainment (Yang Hongqi, 1998).

The children have a great deal of homework and often cannot understand what they are required to do, so the parents have to explain to them. The parents check whether the children have mastered what they were taught at school and, if they have not, teach it to them again. Having been examined once by their teachers, the children are examined again by their "tutors" at home. After doing all their assignments, they have little time to do anything for pleasure. Only after final examinations can they be allowed to do what they like; at ordinary times, they are asked to keep the television off except on Saturday Evening(Gu Tiexia, 1998).

Nowadays, a couple has only one child, so parents ask their children not only to have high marks at school, but also to have other interests and abilities. Children have to spend what little spare time they have learning other lessons and skills.

In reality, many parents object to the heavy burden placed on their children by schools because they do not want their children's happy childhood to be ruined by heavy work and no play. But they understand the teachers' difficulties with their enormous classes and heavy workloads, and they have great expectations for their children to go to the best schools and universities. Under these pressures, schools, teachers, and parents have no alternative but to adapt to and thus maintain the present situation.

Given these pressures and expectations how can young parents allow their children to live together with their grandparents? In China, almost all grandparents dote on their grandchildren. They never set any limits for the children's actions, nor do they know what to do to help their grandchildren. This is the reason that young parents do not like their children to stay or live together with their grandparents as they fear it will distract the child and undermine their education.

Education outside School

In recent years, a new phenomenon has developed: Children receive their pre-school education not only from their parents and elders, but also from the tutors their parents employ for them. It is quite common for college students to take part-time jobs as tutors.

Elderly Education

Elderly education in China is a part of adult education. Shen Hongmei (1998) wrote an essay titled "Elderly Education Should Be Given Much Attention To By The Whole Society". She posed the problem that elderly education has become an issue at a time when our society is not well prepared for it.

Data indicates that China's elderly population is increasing very fast. Supporting the elderly will be a difficult task for the Chinese people and their government, for they are facing 120 million senior citizens which is one-fifth of 500 million around the world over the age of 60. To safeguard legitimate rights and interests of senior citizens and to see that they enjoy some dignity is a complicated project. To this end a law was passed on 1 October 1996, which aims not only to safeguard the rights and interests of the elderly, but also to increase people's awareness of their situation and strengthen the Chinese traditions of respecting and supporting them. The government has taken an active role in the implementation of this policy, and investment in undertakings for the elderly has been increasing yearly. China's population, however, is so massive that it will be difficult to rely merely on the government. A joint effort from the government, families, and the workplace will be necessary (Tian Sen, 1998).

In China, the first college for the elderly was set up in 1983, in Shandong Province. According to incomplete statistics, there are now 13000 elderly schools and colleges and several hundred thousand senior people studying at them. Surveys from six colleges in Beijing show that 96% of the elderly agree that the major education form for senior people is "the elderly college" (Shen Hongmei, 1999). However, at the present time, the classes offered in the elderly colleges are mainly leisure and recreation.

Chinese people call senior citizens the 'Intelligence Bank', as their experience and skills are important factors, especially in intellectual circles. Retirement of experienced professionals often causes a shortage of talent. Consequently senior citizens are not rejected by society and research shows that the resources of the elderly are still considered precious even with the tensions introduced by the changing educational aspirations (Tian Sen,1998).

In addition, China encourages group and individual donations for retirement facilities. However, more help is needed to help the elderly widowers, widows, and the childless. Today a project to Respect the Elderly is being promoted nation-wide, and many young volunteers have participated, distributing help and time to older citizens, and providing various services to solve the difficulties that older people face in daily life (Tian Sen, 1998).

Respecting the elderly is one helpful way to assist China as her citizens grow older. China, a country with 120 million senior citizens and a long-standing culture, aims to make great contributions to building a healthy society for the elderly. The law on Safeguarding the Rights and Interests of Senior Citizens makes it necessary to take various measures to carry forward the fine traditions of respecting and supporting the elderly, improve intergenerational relations and welfare facilities for the elderly (Tian Sen with Hai Yingjai,1998).

Assessment of current situation

Although social developments have brought so many changes in the past few generations, there is still much consistency in the beginning of education at home. Traditional culture and morals continue to be respected and they are passed on from one generation to the next.

With the development of the market economy in China, higher education and adult education are gradually becoming charged for, while childhood education is free and compulsory and elderly education is still complementary. Therefore, more opportunities should become available for the children and the elderly to learn. To improve the quality of human being, a variety of training courses need to be organised to train professional managers and teachers and research centres will need to lay stress on investigation and study in this field. The strong traditions of respect for the family and for elders has meant there has been little need to date to consider Intergenerational Programmes. The Challenges that face China now mean that it is at least necessary for it to begin to consider this approach carefully to see what lessons may be learnt.

Chapter Four
Cuba

Raul Hernandez Castellon

Introduction

On December 31, 1998 the population of Cube will be 11,139,875. Of these 13.8% percent will be over 60 years of age. It is predicted that by 2025 the percentage over 60 will reach 25% with 17.1% being over the age of 65. Cuba will experience a profound demographic shift in the age profile of its population over this period.

The present Social Security and Social Assistance Law in Cuba gives an elderly person the right to continue to work on reaching the retirement age (60 years for men and 55 for women), if he or she so wishes. The only restriction is that the new salary, when added to this pension, should not be greater than his average salary before retirement.

As in other countries, the economic crisis affecting Cuba is posing a great challenge to the country. The State's present policy ensures free education and health services to all its citizens, subsidise housing and nutrition to those in need, while, on the other hand, every citizen has a right to work and to social security. The Pension scheme in Cuba covers all workers, irrespective of sex, race or job. Due to these State provisions, the elderly in Cuba are well cared for and, in fact, they enjoy a better standard of living than in many other countries. However, the amount being paid for social security makes up a very high portion of the country national budget. As a result there is a national campaign towards reduction of costs and better use of services.

It is worthy of mention the important contribution being given by the elderly themselves in the running of day-care centres for infants. Grandparents act as carers thus enabling hundreds of thousands of mothers to work outside the home.

Whole and part time elder's homes have increased considerably, even though there are still not enough. The family is the main caregiver, since tradition and also economic conditions in the country mean that older adults normally live with their sons. However, their are a wide range of informal services at community level, where volunteers from different NGO's (Cuban Women Federation, Revolution's Defence Committees, Small Farmers Association, Cuban Workers Union) contribute to solve the domestic problems of retired persons, such as laundry, cleaning of the house, preparing their food, washing, etc.

The setting up of homes for the elderly, day care centres, geriatric day care hospitals, and grandparent's clubs are some of the achievements of Cuban Society for its elderly members. Moreover, the care given to all the elderly throughout the country is holistic in nature. The scheme of the "family physician" has made it possible that, in many localities of the country, the elderly can avail themselves of medical service and care in the immediate proximity of their homes. Greater emphasis is placed on preventive than on

curative medicine. Similarly, the qualitative and quantitative improvement in community care has resulted in improving the well being of the elderly.

Currently education receives some 11 % of Gross Domestic Product. What is now described as Intergenerational Programmes are not really known as such in Cuba at the present time. However, under different designations, programmes have been implemented and have worked well in the last 30 years. One such is that of retired workers from sugar cane industry, who have been acted as mentors and skilled advisors to newly appointed young technicians. This experience has also been developed in other industries or branches.

Unfortunately, at the present time, in Cuba retired people's associations are not as common, or well organised as in European countries. There are, however, groups developing that are taking on the characteristics of such organisations. Several NGO's are now in existence whose objective is to develop services and opportunities for the elderly.

General Status of Intergenerational Programmes

As mentioned previously the concept of intergenerational programmes as such is not currently recognised. For Cuba this a new description, even though some programmes have been developed in the formal and informal education area, where great improvements have been achieved. Therefore, research is needed to investigate existing programmes in the country and to understand what intergenerational dimensions and possibilities they may possess..

Illiteracy is at present 3.8% and members of the population have got, on average, 9 years of education. As in most countries of the world Cuba has adopted the theme of the UN international Year of Older Persons "A Society for All Ages". Within this framework several initiatives have been developed.

The Cuban National Education System, is conceived as a set of sub systems, which are organically articulated and include the following sub systems: 1) Pre Scholar; 2) General Polytechnic and Labour; 3) Special; 4) Technical and Professional; 5) Formation and Improvement of Pedagogical Personnel; 6) Adult; and 7) Higher.

One of the school based IP is an Adult Education sub system, that has the social goal of enabling workers and adults to gain the necessary knowledge in Basic Education for their further technical preparation. Through the Technical and Professional Education sub system, adult personnel are also prepared for an occupation or a technical profession, by means of the so called workers' courses, that are developed in the own polytechnic centres, as well as in production and service organisations.

The essential grounding of the none formal ways has been in inter sector work. This has included different territorial state organisations (Public Health, Culture, Sports) NGO's (Cuban Women Federation, Revolution's Defence Committees, Small Farmers Association, Cuban Workers Union), and others, such as local Mass Media, People

Councils and National Social Prevention Commission, under the guide of Education authorities to promote educational actions within a systematic approach.

Co-ordinator groups at national, provincial, municipal and at People's Council level have been created to organise and carry out this Programme. Staff selection, the alternatives to use, the social and community mobilisation and the permanent evaluation of this experience have been guided by the Co-ordinator Groups. Skilled docents take part in literacy courses, which include, within their tasks, providing help to those people who are still illiterate in the country. This obligation is in addition to their teaching function.
Community education programmes have been developed specifically to address the needs of those who have left the formal educational system. A wide range of adult educational opportunities have been developed to enable a response to the diverse and increasing needs of the young and adult population.

The most outstanding characteristics of Distance Education in Cuba are:

- All of the young and adult population are able to participate.
- It is a way to surpass the country's economic limitations.
- A wide variety of methods and materials of instruction are used.
- It facilitates the discussion of ideas and different points of learning.
- It is based on the educational power of the social reality.
- It puts the young and adults in a position of active learning and participation, which demonstrates the enormous capacity of learning of these age groups.

A distance education methodology much used is that of Encounter Courses. In this system, there are weekly or fortnightly meetings between docents and students. These are organised within a network that comprises the whole country. In 11 out of the 14 provinces of the country, there are developed programmes using local radio, which provide alternative non-formal education.

In the above mentioned programmes the radio is also used in a participative way for companies or organisations that have several work centres, for example, tobacco companies. In these courses, workers discuss issues related to family education, sexual, ethical and behavioural norms, the history of the tobacco industry and workers struggles, and other issues.

New plans and study programmes are being developed to increase Distance Education in a regular way, and alternatives to non-curricular studies are being introduced. In the production and service sectors of rural and mountain communities special programmes are developed to enable workers to maximise their economic and social activity.

Distance Education is also used in Higher Education, through faculties of directed or guided studies, which offer the opportunity to obtain a professional diploma to those who already have a degree at bachelor level.

Main features of Intergenerational Programmes

Even though there are not currently being formally developed Intergenerational Programmes in the country, a number of potentially relevant programmes and opportunities can be identified.:

- Sexual education in the third age is one of the items included in a Training Programme.
- Another experience, as in other countries, is that of grandparents or adults helping students to learn different kind of manual arts and crafts.
- Education's Union Workers, Cuban Pedagogues Association and the Ministry of Education, together carry out actions, in order to incorporate retired persons close to the school or by zones, in support tasks to education.

Cuba is a country with a commitment to the education of its citizens. The ageing of its population over the next thirty years and the need to reappraise existing social policies in the light of changing demographic and economic factors will make consideration of the relationship and connections between the generations increasingly significant. Developing our understanding of intergenerational programmes will be an important tool in addressing this challenge.

Chapter Five
Germany

Ludger Veelken

Introduction

The changes in population structure in Germany explain many changes from previous times. In general there has been a reduction in population growth, particularly during the last twenty years. Furthermore the number of older people shows a remarkable increase (people older than 60 in 1999: around 20% and in 2030: estimated 40%). This general trend is accompanied by a reduction in household-size connected to changing family structures. Germany has the highest number of single households in Europe. Furthermore, life expectancy is at its highest ever. Nowadays more different generations are exist simultaneously than ever before.

Older people are present in many areas of life playing important roles. Within the group of older we distinguish the young old (age 50 – 75) from the old old (age 75 and older). These groups are different generations characterised by different lifestyles, biographies and values. What challenges are presented by demographic change? For more than a third of all members of our society free time and – potentially – illness will be the main determining factors for everyday life. Each generation will need to find a valued life-style for itself and address the issue of how the different generations can live together in one society.

Trends in social change

Within the last third of the 20th century, some remarkable changes have occurred. These include increased security and a higher standard of life quality. Another phenomenon of social change and modernisation is the alteration of values and lifestyles. Our society is becoming a society of information influenced by computers, internet, highly dynamic; a society of individualisation and pluralism in all spheres of life. Mass mobility in all its forms is another important characteristic of our modern society. Young people grow up into a constantly changing world. Older people need to adapt to the changing circumstances or risk marginalisation.

Each generation is developing a separate sphere of existence and lifestyle. Adolescence can continue up to the 30th birthday, the total duration of education of young people is expanded, and old people live longer after retirement or pre-retirement. At the same time we find more similarities between the generations. Modernisation, youthfulness, westernalisation, travel and sports, events and adventures are becoming a common bond. The seniority principle - older people are teaching younger - is broken down more and more and the modernisation principle is taking over, where younger people introduce the older to more and more fields.

Unique historical factors

Germany has been living in peace for more than 50 years and has developed a high standard of economic prosperity. On this stability mass education for young and old and a differentiated system of social welfare with its high standards and services have been developed. More young people than ever before obtain a university degree and many of the elder people participate in further education.

However, at the same time we find a high rate of long-term-unemployment, intensive discussions about the social insurance pension system and the economical differences between young and old. A new issue is the reunification of East and West Germany. How can old people, who were born in Germany during the World War II. and lived 40 years in different cultures of capitalism and communism, live and learn together and form a united future society? What are the characteristics of the different relations between these old and young people born in east or west?

General status of Intergenerational Programs

The conceptual level of Intergenerational Programs in Germany is still operating on an experimental and low professional standard. There are currently an enormous variety of models and short-term projects. Conceptual approaches are orientated to concrete demands for educational work, consideration or assistance, living together, media work, internet-cafés, cultural activities, and so on. Projects are mainly short term and not evaluated. Projects are separate from one another with limited opportunity for collaboration. Furthermore, scientific research on these projects is found rarely.

The currently developed models of IP can be divided into four main groups:

- The old offering services to the young
(e.g. handicrafts, hiking, witness of time, homework, advice on setting up in new business, orphan care etc.)
- The young offering services to the old
(e.g. visitor service, lectures, computer courses, travelling etc.)
- Shared activities with the young and old together
(e.g. prevention of addiction, theatre, family genealogy, studying together, language learning, discussion circles etc.)
- Offering activities to each other
(e.g. "Wissensbörse" exchange of knowledge, sports, living communities, learning etc.)

All of these projects represent a form of life long learning. The most developed programs are found in group 1, but more and more models of group 3 and 4 are being developed.

Within Germany there is an increase in the engagement of communities through information and activity weeks for young and old. These activities have helped to bring

the consequences of demographic change to the attention of all sectors of the community including institutions addressing social policy.

The involvement of both generations offers participants the opportunity to learn from each other and gain a new perception about other generations. In addition different . more interactive learning methods have developed which enable groups to learn from each other. The older people get in touch with social fashions and the younger see their own view of age changing. IP presents an opportunity to develop and affirm essential social characteristics but if not properly organised can also confirm negative stereotypes.

Main features of IP

In Germany most IP are based in voluntary associations, followed by cities and communities, education institutes, welfare and youth associations, clerical organisations and foundations. By these programs, contacts between the young and old are given a framework and the opportunity to be active as volunteers for social and personal tasks.

Consequently the methods of implementation are mainly based on the voluntary efforts of highly motivated and creative individuals. The majority of the participants are of the generation of "young old", who are seeking new opportunities to realise their personal dreams in society. They organise programmes with a wide range of organisations and are now taking the first steps towards a central network organisation. More than 500 projects are now registered on a list that highlights the key features of programmes. These include:

- Dialogue (schools, universities),
- Projects (technical colleges),
- Presentation of youth culture (youth associations),
- Use of experience-knowledge of elder people (community networks),
- Value discussion (education institutes),
- Competitions (BAGSO),
- New research programs.

Occasionally some training programs for volunteers are offered, but these are limited in respect of intergenerational programmes. Due to the low level of central organisation there is no national or general training programmes existing except in the universities.

General assessment

In Germany no detailed evaluation of IP exists. Fundamentally, the total number of IP has kept constant during the last five years. However, the number of people involved has increased as has the variety of models. Cities and communities have begun to pay attention to this topic. The participants involved have begun to operate independently, even organising alternative funding when the Cities do not provide support. At the same time politicians have begun to discuss structural reforms that reflect this developing interest.

Within university-based programs some discrete programmes have been evaluated. As prejudices are broken down seminars and lectures on intergenerational learning possibilities have increased. Understanding the implications of their own aging has become a more positive interest for young students. People involved in IP demonstrate a strong motivation to learn more about other generations. However, the older learners demonstrate a greater motivation to learn about the younger than vice versa.

The small number of planned projects that run for a significant time and the general shortage of funding has meant that there has been little opportunity for longitudinal studies. Nevertheless, in the field of environment conservation the beginnings of long-term orientated models have been established.

In addition in some educational institutions views have begun to change. Increasingly participants in training programmes learn more about the challenges and opportunities of IP and to gain an understanding and knowledge of other generations.

Overall access for younger and older learners continues to be difficult. One reason for this is found in the underdeveloped structure of relevant public policies reflected by low budget allocations and importance. This is accompanied by a lack of integration in established social organisations, general structures and movements.

Future needs assessment

It will first be necessary to establish a common understanding of IP. In all parts of our society – in communities, schools, universities, kindergartens, homes, hospitals for old people – an essential consciousness for the concept of Generations Together must be established. For that aim to be achieved the following basic topics need to be the subject of further consideration:

- Youth unemployment, pre-retirement and models of intergenerational solidarity,
- Education on environmental conservation,
- The future of generational relationships,
- Models of prevention through youth work and district work,
- Intergenerational and life long learning,
- Education as a dialogue: new forms of intergenerational communication,
- Intercultural context
- Conflict resolution between the young and old,
- Co-existence, living together,
- Civil engagement.

The discussion above illustrates that most new programmes arise incidentally as a response to local need. For this to change and for programmes to develop in a more planned and coherent manner it will be necessary for all relevant professionals to gain an understanding of IP and relevant programme strategies. To promote this the

establishment of a national network of relevant agencies and interest groups would play a potentially powerful role.

Training needs to be linked across all aspects of human relationships. IP does not concern only the private family circle relevant for grandparents and grandchildren. Courses are needed in counselling competencies, as a subject within social sciences, physical education and for regular and senior students and teachers at university. IP and intergenerational learning needs to become increasingly a field of educational gerontology in Germany. It will be necessary to develop curricula and training programs for people who are involved in IP. Government, communities and private institutes who give funding support will need to develop an awareness of the necessity to promote research and training in IP.

Evaluation and future research

It is essential to begin the systematic scientific study of IP. Research programmes are needed in the fields of gerontology and educational gerontology. Further training programmes for volunteers and professionals to enable them to undertake evaluation of their programmes and to qualify them to function as researchers is also necessary.
The other main future needs are:

- developing a basic grounded theory about intergenerational relations and intergenerational learning,
- documentation and evaluation of defined activities and programs,
- exploring new fields for IP and the possibilities to implement them across the whole range of potential settings,
- training programmes both for existing IP practitioners and for new projects,
- developing an improved conceptual understanding of IP
- understanding the social implications of intergenerational relations and their influence on individualisation and individualism based on projects with living communities and mentor programmes.

In Germany we need to establish a clear understanding that IP are part of the future of social change and modernisation in our society.

"The future lies in the hands of those who give the next generation good and valid reasons to live and to hope." (Teilhard de Chardin).

Chapter Six
Japan

Yukiko Sawano

Introduction

After World War II, with the progress of hygiene, medical science and technology, the average life span in Japan increased markedly. In 1947, the average life span in Japan was 50.06 years for men and 53.96 years for women. By 1996 this had risen to 77.01 for men and 83.59 for women, which are the longest in the world. The elderly population is increasing sharply as life span increases. The ageing of society in Japan is characterised by the fact that the advancement of the ageing of society is a comparatively recent phenomenon since the 1970s, and that Japan is now the most rapidly ageing society in the world.

In 15 years from now, around the year 2010, Japan will have the highest ageing rate (ratio of the population 65 and older) in the world. Based on the medium variant in the Institute of Population Problems' "Population Projections for Japan" (Estimated data of Jan. 1999), the ageing rate in Japan in 1999 is a record high of 16.7% (total of 21,160,000), which will surpass 22.0% by 2010, and then will continue to rise to 25.2% by 2015.

Another important factor causing changes in demography is the decline of the total fertility rate; the sum of the live birth rates by age for women aged 15 to 49. Before the World War II, the total fertility rate stayed at 4 to 5, rose during the baby boom from 1947 to 1949, and then declined from 3.65 in 1950 to 2.04 in 1957. Subsequently, the rate hovered at around 2.0 to 2.2 up until 1974. However, the fertility rate broke through the 2.0 threshold in 1975, falling to 1.91, and then continued to fall sharply. After the so-called "1.57 shock" in 1989, the rate declined to 1.38 in 1998. The percentage of the population 14 and younger continued to decline from 1982 and became less than that of those 65 and older in 1997.

A major impact of this demographic change can be observed in the diversification of family structure. The change in family structure was first seen in the late 1920s among the non-self-employed in urban areas. They became widespread after the World War II over the period of high economic growth in the 1960s. In the agricultural society of the past, multi-generation households where a husband and a wife, their children and the husband's parents lived together were most common and large families were the fundamental units of the society.

As Japanese society became more industrialised, people moved into cities from villages, seeking jobs in factories and offices. The family structure also changed from a large, multi-generation family to a nuclear family. The general concept of male and female separation of roles that a husband works outside and a wife does household work and take responsibility in children's upbringing and education was thus established.

However, the increase of nuclear family until early 1970s was caused by those people who were the last generation having more than four sisters and brothers. Since they left their oldest brother with their parents at home, the three generation family tradition has remained to a certain extent. Thus more than 10% of the whole households in Japan are still three generation families. But the role of elder people in a household had changed from supporter of children's caring and education to family burden.

With the spread of public education system, the older people became less respected in the family and in the community. The structure of nuclear families has changed as well. Households with husband, wife and children, which were long seen as typical nuclear family, are decreasing, and those with only husband and wife are increasing dramatically. Increases in the number of single household is also evident. All of these are causing dramatic changes in relationships and communication among people of different generations.

General status of IP

With the progress of urbanisation and the decline of rural population, people's solidarity became more and more shallow. Intergenerational communication in various forms, which formerly occurred in daily life, has become something that must be planned and organised intentionally. Since the 1980s central and local governments, social welfare associations and elder people's organisations have implemented various intentional IP.

Policy measures concerning IP for the aged are included in the overall policy for elder people at the central and local governments. In 1986 "General Principles Concerning Measures for the Longevity Society" was approved by the cabinet and every ministry started to implement measures for elder people in such fields as: 1) securing of employment and income; 2) health and welfare; 3) learning and social participation; 4) housing and living environment; 5) research and development.

Programmes concerning intergenerational communication for elder people are included in the field of learning and social participation, and thus implemented as part of lifelong learning programmes. In the Comprehensive Programme to Promote Elder People's Fulfilment in Life, conducted by the Ministry of Education, Science, Sports and Culture since 1983, one of the six pillars to compose the programme was the Intergenerational Exchanges Programme. The objective of the IP was to promote communication between the elder people and younger generation and deepen understanding of each other.

The Ministry recommended the formation of groups composed of elder people and younger generation and to conduct such model activities as follows:

- Outdoor activities such as camping and hiking
- Creative activities such as art, Japanese poetry, Haiku, etc.
- Gardening and cultivation of agricultural products
- Greenery activity to grow flowers and trees in the community
- Cleaning service of parks, rivers and other public facilities

In December 1995, the Basic Law on Measures for the Ageing Society (Law No.129, 1995) was approved by the Diet, which confirmed that the government will adopt measures to guarantee that elder people will be provided with opportunities for lifelong learning and their social participation will be encouraged (Article 11). In July 1996, based on the Law, General Principles Concerning Measures for the Ageing Society have been drawn up by the Cabinet as a basic and comprehensive policy measures for the ageing society.

According to the General Principles, in order to promote involvement of the elderly in social activities " opportunities will be provided for the elderly and young generations to promote mutual exchange, and voluntary activities of the elderly will be supported. Moreover, the social involvement of the elderly will be propagated, information and consulting services will be improved and instructors will be trained".

At the local level, various IP are implemented as part of welfare administration or lifelong learning and non-formal education administration in accordance with the characteristics of each local area.

Main features of IP

Most of the IP are either community based or school based. Recently, IP where elder people convey traditional culture and history to school age children are becoming popular. Also popular are sports and cultural events and festivals where three generations, children, parents and elder people in the community, can participate and enjoy games or performances together.

The main objectives are to promote intergenerational communication in the community, to provide children with real experience of life and to develop the educational potential of the community. Such IP are organised mostly by the community education centre with financial support from local board of education. There are subsidies for such programmes from national, prefectural and municipal budget.

Sometimes IP are organised in collaboration with schools, Parents and Teachers Association, elder people's clubs, children's organisations, welfare organisations and other citizen's organisations in the community. In some municipalities, school-based IP are conducted where elder people are invited to participate in the classroom. It has been determined that the success of IP depends on the personality of the elder people themselves. In the case of school-based IP, teachers also need training to be able to collaborate more effectively with elder people as instructors or resource persons.

It is considered that dissemination of information and consultation on IP, as well as the training of the co-ordinator is important to promote accessibility for younger and older learners. In order to disseminate information on IP in which the elderly and other generation are actively involved, The Management and Co-ordination Agency imple-

mented Intergenerational Exchange Award. In 1999, 33 organisations from every region of Japan, which are most actively involved in IP, have won the prize.

Future Needs Assessment

From the year 2002, new Courses of Studies, national curriculum standards set by the Ministry of Education, Science, Sports and Culture, will be introduced to kindergartens, elementary and lower secondary schools. There will be no school lessons on Saturdays and Sundays, and the content of school curriculum will be reduced. This is in order that individual schools will be able to develop distinctive education and to make efforts to conduct interdisciplinary and comprehensive teaching activities in a more flexible manner. In addition the "Hour for Comprehensive Studies" will be established.

It is expected that schools will open up their door to the community to make use of its educational resources and learning environment. In this regard, the elderly in the community are expected to be precious resources for the education of school children. Recently, the role of elder women is increasing in community child caring support. In some municipalities, elder women are serving as volunteers to take care of small children and to give advice on child caring to young mothers.

Central government is giving special subsidy to promote these types of IP, under the national budget called "National Children's Plan" to be allocated from fiscal year 1999 to 2001. It is now necessary to conduct scientific research on the effect of IP and to develop measures to evaluate the outcome of such policy and programme.

Chapter Seven
The Netherlands

Jumbo Klerq

Introduction

The Netherlands has experienced a dramatic increase in the numbers of its inhabitants since World War II. This was initially due to the baby boom that followed the War. By the 1980s, population growth was much lower than in the 1960s and 1970s, due to a sharp fall in natural increase (births minus deaths), although rising immigration did cause the population to grow. In the early 1990s growth increased again to 110 thousand persons per year, one significant factor being the birth of children to women who had delayed childbirth during the 1980s whilst pursuing employment opportunities. Natural growth is still the main source of population growth: about 60 %of the total population growth is attributable to natural increase, and 40 % to net international migration. The country is an ageing society, where increasingly older people will need to play an active role. A yearly increase of labour productivity of 6 – 8 % is considered necessary to compensate for the projected costs of this ageing process.

Trends in social change

The economic crisis of the late 1970s made the 1980s the decade for budget cuts. Emphasis was placed on economic reform. Many people felt that the economy could no longer support the welfare state and that it should be reformed. In 1990 nearly half of all women and three-quarters of all men had a paid job. Although women and men have not yet reached equal participation rates compared to the 1950s this reflects a major change in the social positions of men and women. Differences in the levels of education of men and women also diminished.

In 1990, nearly four in ten Dutch people were non-religious and nearly two-thirds lived in medium-sized municipalities. The number of children born to older mothers increased sharply. The number of marriages increased as people who had delayed in the 1980s married and the number of second marriages also increased. At the same time cohabitation became more popular, as did parenthood without marriage. Increasing numbers of women combined motherhood with a paid job. The number of persons living alone increased and families were more often living at a distance. During this time the Netherlands has become an increasingly multi-cultural society. To support the Government policies that promote more equality in the work place and more flexible working practices there has been a three-fold increase in the number of childcare places.

The Netherlands is one of the EU-countries with the lowest participation of older workers (50-60 years of age) in the labour market and is now attempting to develop a policy of retention to reflect the demographic shift that is occurring. A main future aim will be to create second careers, both paid and in the voluntary sector.

Unique historical factors

The Netherlands has a long tradition in voluntary work. There is a wide range of national organisations with local branches and if there is a catholic organisation, then there will often be a protestant and a humanistic one. However, where the participation of older people in voluntary work is relatively high, the number of young people is diminishing. Young people seem to be most active on temporary basis on a specific project.

Another unique factor is the distinction between public space and privacy in the Netherlands. The country has a strong tradition in public policy, but also a relatively rigid idea of privacy. In particular family matters are seen as personal affairs. It is not customary to be open about these and it is often hard for people to ask for help. This may explain the failure of some schemes involving grandparents.
General status of intergenerational programmes

Conceptual level

In the Netherlands there has been an increasing interest in an emancipatory intergenerational approach in recent years reflecting the changing demography and economy. However, a systematic approach is only just beginning. Although in the 1970s some projects existed (the Red Cross: helping the elderly, the Humanitas discussion project MAL: a society for all ages, and the Amsterdam conference 'Young against Old?") most did not survive. This was partly due to the charitable character of these initiatives (young people helping the elderly), where older adults were seen as in need of care and to the wish for projects that acknowledged specific elders' needs and status. Since 1993, the European Union Year of Older People and Solidarity between Generations, more intergenerational activities have begun, but these are mostly on an incidental basis (children visiting a home for the elderly, older adults as guest speakers in schools).

Currently being developed/implemented

More recently an important input for methodological development has been organised by the Dutch Institute for Care and Welfare (NIZW). A literature study has been published, a workshop for projects development has been organised and some pilot projects have been followed and evaluated (toddler project in homes for the elderly; the Gilde (guild) project; some intercultural projects and a reminiscence project). Finally, a publication has been written about intergenerational programmes in neighbourhoods.

Recently the Ministry of Health, Welfare and Sport has decided to support a three year programme to stimulate an intergenerational approach to community development. This NIZW-project aims to collect, develop and disseminate expertise on an intergenerational approach to issues related to quality of life and social participation. It is focused on the development of opportunities for vulnerable children, youngsters and the elderly, the stimulation of reciprocal respect, engagement and the exchange of social capital. This

programme aims to influence the broad range of professional, voluntary and community organisations.

Models already refined

A range of projects originated because older adults, often early retired, felt side-tracked and still wanted to be acknowledged as people with specific competencies. They initiated projects in which they took a role as adviser. Examples include:

- The Gilde, where older adults offer their experience and knowledge to other people on an advisory basis in a wide range of settings including schools. The project started at Amsterdam, but has been successful that it is now operating in 90 Dutch communities, often with the support of the local welfare institute
- PUM (Project Dispatching Managers): early retired managers offer their expertise on voluntary basis to enterprises in third world countries; this service has been established by one of the Dutch employers' organisations.
- Stichting Kleinood (Jewel Foundation): early retired managers and experts work as temporary consultants for non-profit organisations.

Other projects have grown up to reflect the increasingly multi-cultural Dutch society. Examples include:

- Karweiteam Amsterdam: youngsters from ethnic minorities offer services to vulnerable elderly to earn money (to purchase items such as study books, sports wear, music)
- Guide-project Rotterdam: autochtonous older adults introduce new immigrant children from ethnic minorities into Dutch society.
- Samenspraak Amsterdam: older adults assist immigrants with Dutch as a second language.

A third group of projects has been based on the creativity of cultural institutes to use the experiences and knowledge of older people in settings such as libraries and museums.

Main features of intergenerational programmes

Types of intergenerational programmes

Remarkably almost none of these projects has been established as an intergenerational programmes. This is significant, because while the term "intergenerational" may be clear for professionals, it is certainly not popular for the wider audience. However, in a range of projects an intergenerational dimension can be identified:

- *Intergenerational health promotion*: although many of these projects started as elderly-for-the-elderly projects there is no reason not to include younger volunteers. Examples include preventive and activating home visiting and local support for those who care for older relatives

- *Intergenerational learning*: in formal and informal educational settings students often belong to different age groups. However, the intergenerational dimension is often not used and needs to be explored further.
- *Intergenerational neighbourhood development*: target oriented, systematic and coherent increase of development opportunities for children, youngsters and older adults and the promotion of the local social infrastructure.
- *Intergenerational projects in social organisations*: many traditional organisations are faced by an ageing population of members and see intergenerational activities as an instrument to bridge the gap and to acquire new young members.
- *Intergenerational projects on the work floor*: in some companies types of mentoring programmes have developed to guide young workers into their job or to support older workers in functioning with computers.
- *Intergenerational housing projects*: in the early 1970s there was a trend to establish intergenerational housing communities, called "Centraal Wonen". This kind of housing was popular with families with young children, but the older habitants were less enthusiastic at being primarily seen as babysitters. A new development, home sharing between older adults and students, has also proven popular.
- *Intergenerational service projects*: Examples include toddlers visiting elderly day care centres or homes for the elderly to share activities and pupils at basic school visiting nursery homes.

Methods of implementation

Currently there is no implementation strategy, but NIZW are seeking to develop one. One of the difficulties is that many projects are not primarily identified as intergenerational programmes. The NIZW has chosen local social policy as starting point, as this is a new policy framework that includes a dynamic model of co-operation between local authorities, local provision and citizens. In the outcome of this new policy an intergenerational dimension is considered as important as an intercultural dimension. Within this framework NIZW is particularly focussing at intergenerational collaboration in neighbourhoods.

Obviously, this type of strategy can not cover all of the mentioned possibilities for intergenerational programmes. In other areas, such as: work, health promotion, voluntary work, housing and rural development implementation strategies may be additional to other interventions, but are not co-ordinated by any one institute, nor is there is a common understanding between institutions.

Organisation of programmes

Most of the projects are locally organised with support by one of the existing local organisations. This is partly the consequence of the fact that a lot of policy has been decentralised at local level. However, the Guilds Projects have established a national umbrella organisation, linked to the Dutch Organisation of Voluntary Work (NOV). In addition one of the Dutch employers' organisations and the National Organisation of Libraries have adopted one project. Currently there are no national training programmes.

General assessment of intergenerational programmes

Although intergenerational work is just beginning good opportunities exist to promote its growth. Economical, social and demographic factors are forcing policy makers to discuss new options including intergenerational programmes. Local authorities and local provisions are seeking innovative projects and older and younger people are increasingly participating in policy development.

However, some concerns also exist. One danger is the risk of uncritically following the US policies with regard to "caring communities" in the different Dutch context. Another issue is the idea that intergenerational programmes will result in "happy together" feelings and the restoration of broken relationships between generations. Although the aim is that intergenerational programmes can contribute to better relationships, we have to accept that tensions differences and difficulties are part of human culture.

Future needs assessment

Issues for further consideration include:

- How do we define generations in this context?
- Are intergenerational programmes part of other strategies and interventions or are they a specific field that needs particular knowledge and skills supported by specific institutes and organisations?
- How do we develop our understanding in a robust and effective way?
- The need to gather further evidence for the effectiveness of the approach.
- To identify different strategic options for the implementation of intergenerational practice.
- To understand the intergenerational implications of other disciplines.
- Developing a partnership between national development and support institutes to explore programme development and implementation strategy Local pilots should be appointed and there will be need for monitoring, evaluation and research.
- Training modules need to be developed: general modules on awareness raising, more specific ones for the skills and knowledge necessary to participate in intergenerational practice.
- Transnational projects need to be encouraged, as a form of intergenerational practice as well as form of exchange and comparison of knowledge
- International comparative studies and research are helpful and need to be encouraged.
- International support via data research, resources and materials will stimulate more efficiency and effectiveness.

Chapter Eight
Palestine
Nora Kort

Introduction

Today, Palestine is comprised of East Jerusalem, the West Bank and the Gaza Strip. It lies on the western edge of the Asian continent and the eastern extremity of the Mediterranean Sea. Palestine is bound by Lebanon and Syria in the north, the Mediterranean Sea in the west, to the south, by the Jordanian Gulf of Aqaba and the Sinai Peninsula, to the east, by Jordan.

The Palestinian family is large and patriarchal, averaging over 7 individuals for male - headed families, and almost four individuals in female-headed smaller families and families with elderly and disabled members. Over 92% of Palestinian families are headed by male elders, compared to 7.7% of families headed by women (Palestinian Central Bureau of Statistics, PCBS 1998). However, the prevailing type of family is no longer extended (27.7%), but increasingly nuclear (69.4%) (PCBS, 1998).

The demography of Palestine was largely affected by the major waves of dispersion and displacement that followed the two Arab Israeli Wars of 1948 and 1967. These left a refugee community of 3.5 million who are registered with the United Nations Relief and Works Agency-UNRWA (not including the internal refugees inside the 1948 borders of Israel). Of these 33% live inside one of the 59 UNRWA Camps and 67% outside.

The Intifada, Popular Uprising (1987 - 1991) added to the emigration problem of the Palestinians as many youth were arrested or killed by the Israeli military for resisting occupation. Every year the refugee population increases by 3%. The Palestinians are the largest single group of refugees in the world and are still awaiting a solution in the context of the "final status" negotiations between the Palestinian Authority (PA) and Israel.

Many areas of the West Bank have diversified communities. There are remarkable differences in life-styles and living conditions not only among classes or socio - economic levels and religious affiliations, but also among urban, rural and refugee camp communities with their respective sub-divisions. Up to 60% of the population lives in approximately 400 villages and rural refugee camps, and the remainder in urban refugee camps and cities (PCBS, 1997).

Unemployment rates in the Palestinian Territories (West Bank and Gaza) ranges from 25% of the labour force at the best of times, to well over 40% during times of total Israeli border closures and sieges. A report from the International Labour Organization in 1994 estimated poverty at 17%. Furthermore, if poverty is defined according to expenditure of half or more of the household income on food, then 36.6% of families and 39.5% of individuals are considered poor in the West Bank and Gaza (Johnson and Jad, 1997).

The deteriorating socio - economic and political conditions which prevail in the West Bank and Gaza since the 1967 Israeli Occupation until today, even after the Palestinian Authority arrived and assumed its responsibility in the self rule areas (1994), has caused a negative impact on the Palestinian community, its social beliefs and morals. Serious changes have happened to the attitudes both of society and of the immediate family particularly with regards old people.

Attitudes of the general public towards the elderly are rooted in the history, religion, social values and tradition of the Palestinian people. The elderly are usually given due respect and assistance in many facets of life. For example, in public transportation, a young person is expected to offer his/her seat to the elderly. The elderly are viewed as wise people with rich experiences in life. People listen to them and very often act according to their advice.

The family's attitude is also one of great respect. Parents and grandparents are usually cared for in the best possible way by their off spring. Children view their elderly relatives as the source of their existence and pride. They feel it is their obligation to care for them as well as to preserve their dignity. Traditionally it has been socially unacceptable to neglect one's parents or grandparents. Even the very idea of sending one's parents to a nursing home carries a social stigma. Very unfortunately, this scenario is changing.

Some people now consider their elderly members as a burden on the family and keep them in isolation. The public is clearly losing the moral value inherited from the Palestinian tradition to respect the elderly. One could point an accusing finger at such a growing negative attitude of the general public and of the direct family members especially in the cities. It is fair to assume that occupation, economic hardships, individualism and proximity to a predominantly Western, industrial State have all played negative roles in the change.

Since its arrival to the Gaza Strip and some parts of the West Bank in 1993 following the signing of the OSLO Agreement between Israel and the Palestinian Authority (PA) the latter has been applying patriarchal leadership and "hamula" (family) factionalism. The (PA) promotes and reinforces the traditional relationships. Palestinians hope that such a concept could be used for the benefit and well being of the old people. However, very unfortunately, this is not the case now.

General status of Intergenerational Programmes

There are a number of major factors that have to be taken into consideration when Intergenerational Programs are being discussed in the Palestinian context.

75% or more of the Palestinian Arab society is rural and characterized as being patrilineal, patriarchal, extended, patrilocal and endogamous. Several patrilineally extended families form a larger social and even political power unit called the "hamula". One Palestinian village may consist of one or two hamulas. Usually members of the same hamula cooperate and share responsibilities in different matters. Mutually and

collectively they are responsible for their own security and services. The hamula leader (mukhtar or Sheikh) emerges spontaneously from among the elders of the hamula. He is the reference and decision maker on most hamula matters.

Another characteristic of this social structure is the existence of the patriarchal rule. The father is the master and the head of the nuclear family. His word is "holy" and he is the sole owner of the land, house and property. However, due to the increasing independence of children in earning income outside the village labour markets and due to the limited ownership of land this patriarchal system is being challenged, but is still in existence.

With the growth of towns and cities; the decline of agriculture as the main source of income; the assumption of social, educational, economic and judicial responsibilities by the government; and the introduction of western ideas by means of schools, universities and mass media, the traditional ways of village community life began to undergo changes but still the older person remains the authority within the village community. The situation is, however, now different in the cities and towns especially in the central region of the West Bank. Independent intergenerational learning programs as such are non-existent. They are part and parcel of other community programs.

Main features of Intergenerational programmes

In a traditional society like the Palestinian's, the older members are the teachers and masters. The young are expected to learn from them and follow their practices. In many parts of the Palestinian territories there are community-based programs which are mainly initiated by NGOs, local and international, or grassroots groups. Such activities target women who dropped out of schools or had no educational opportunities. Literacy, health education, nutrition, and skills such as knitting and sewing attract young and middle aged women who join voluntarily.

In rural Palestine, it is a given that older women teach the younger ones, their traditional crafts and skills. Embroidery, basketry and cooking are major areas. For identity and cultural reasons, such skills are being offered at many community centres and women organisations even in the cities for nominal fees.

Continuing Adult Education started at the Palestinian local universities a few years ago. There are different training programs in the areas of education, management and business, which attract Palestinians from young and middle ages. The retirees are not among them and this sector of the population has neither learning programs nor well-structured community activities.

General Assessment of Intergenerational Programmes

In the Palestinian context Intergenerational Learning takes place traditionally and quietly. The specially designed programs of Literacy and Health Education have been going on in

the urban and rural villages at community centres, women organisations and NGOs for over 30 years. Government programmes are very minimal.

When these programmes were assessed by one of the local universities with the sponsorship of the Arab League, they have been proved cost effective. However, for financial limitations, and other constraints, they were cut down in some areas or phased out altogether from others. The training of men was much more limited than women due to the traditional role of men in this society and for employment and economic strains.

Future needs assessment

In-spite of the situation of the Palestinians in transition, the country has a great potential for Intergenerational Learning Programs for its social and cultural values. Palestinian's priority needs are firstly research and secondly technical support before any program development can be entered into systematically.

Chapter Nine
South Africa
Cathy Gush

Introduction

South Africa has a population of approximately 40 million people. Of this total, some 76% are African, 13% are White, 9% are Coloured and 3% are Indian. (The African National Congress (ANC) government has decided to retain this racial classification system to enable them to monitor change in the life circumstances of those who were disadvantaged during the apartheid era.) The country is divided into 9 provinces, each of which has a fair degree of autonomy and a separate provincial budget for education, welfare, etc.

Although the South African population has historically been a young one, there are indications that this is changing. The age composition differs quite substantially between the African and White population groups. South Africa has a relatively young and expanding African population and an ageing shrinking White population. Only some 6% of Africans are over 60 years of age, while about 14% of the White population are in this category. Over 50% of the African population are under 25 years of age.

However, indications are that for society as a whole, the age cohort of those over 60 years of age will increase significantly in the future, aided by factors such as the greater than expected decline in fertility and the impact of AIDS. While the number of old people is increasing, there are also a large number of young children. It is estimated that in 1996, 35% of the population was under the age of 15 years.

South Africa has a high rate of illiteracy, especially amongst the older generation, as many of them dropped out of school at a very early age. This is due to a range of socio-economic factors as well as the fact that until the 90's, schooling was not compulsory for Black South Africans.

Unique historical factors and trends in social change

South Africa had in the period 1948 to 1994 a policy of "apartheid", i.e. an official policy of racial segregation where social services as well as most other aspects of society functioned on a basis which discriminated between people of different races. The coming to power of the ANC government in 1994 brought an end to this system and the process of equalisation was begun. South Africa is thus both a developing country and a society in transition.

The major political changes, as well as increased Westernisation, have affected family structures and intergenerational dynamics to a certain extent. Many of the current debates amongst sociologists and gerontologists centre around just how much the pressures of a society (and its values) in transition will affect the practice of extended households. At

present, extended families and multi-generation households are still prevalent amongst Black South Africans

South Africa is fairly unique in Africa and elsewhere in that it pays out a non-contributory state old-age pension to men over 65 years and women over 60 years. This represents for many (extended) households a major source of income and gives status to the older members of the family, especially women, as they contribute to living expenses as well as other expenses such as the education and careers of grandchildren.

With regard to the White population, a different dynamic pertains. Extended families are not the norm, the tendency is much more towards nuclear families. Part of the reason for this is that White families on average are better off financially, and are for instance not as dependent on the income from a pensioner in the household. This also means that there tends to be more separation between generations, and that the older people in these communities are financially more independent and able to pursue their own interests.

Teenage pregnancies are high amongst Black South Africans, while the divorce rate is high amongst White South Africans, which means that for all groupings there is quite a high degree of single parenthood and the need for more guidance and care by an older person. Economic factors play a big role in the need for children to be taken care of by persons other than their own mother (i.e. the mother is of an economically active age and needs to work for an income). All of this has meant that a large number of intergenerational programmes are in effect clustered around the care of young children under the age of 6 years. The government is being asked to review the pension system because of the economic importance of older women carers.

AIDS is a factor that has significantly and increasingly affecting the social, economic and demographic status of the country. At the end of 1996, it was estimated that approximately 2.4 million South Africans were infected with HIV (Dept. of Health, 1997), a figure representing approximately 6% of all men, women and children in the country. Since the burden of illness and dying falls mainly on people of working age, the burden of carrying on supporting sick adults and orphaned children will fall on the elderly, more specifically the women.

General status of Intergenerational Programmes

Due to the prevalence of the extended family system amongst the Black African population, it is almost impossible to speak of intergenerational relations and programmes in South Africa on an entirely non-familial basis. Many of the aspects of intergenerational programmes in SA are inextricably bound up with the collectivist nature of African society, the adherence to extended family values and the large number of multi- generational households.

There are sectors where IPs are starting to happen and be promoted quite actively, for example through the South African Council for the Aged and its regional affiliates. The concept of Lifelong Learning is one that is being actively researched and promoted in

South Africa by universities, NGO's and the government's Directorate of Adult Education, and this will perhaps have a greater impact in terms of intergenerational learning.

Many intergenerational programmes in South Africa happen co-incidentally, as part of training and support programmes, rather than by particular design. This is possibly because it is often familial-based and as a result of the extended living arrangements described above.

It has since 1970 been the official policy of the South African Council for the Aged, a non-governmental organisation, to promote intergenerational contact for mutual benefit.

The government's Department of Welfare and Population Development endorses the work of the South African Council for the Aged, and subsidises two senior directors posts as well as the posts of a number of social workers. The South African government has also given the International Year of the Older Person their full support and launched Operation Respect, an initiative designed to encourage and restore respect for the older people in society and the role that they can play. (This initiative has been greatly enhanced by the role that ex-President Nelson Mandela has played and the respect that he commands even as an octogenarian.)

Main features of Intergenerational Programmes

Intergenerational programmes in South Africa are mainly clustered around the following areas:

- Educare (education and care of young children)
- AIDS
- The Aged
- Extended families and communal living
- Schools
- Lifelong Learning
- Multi-purpose centres

During the years when the official policy of racial segregation was in place, and there was unequal delivery of services to different population groups, a large number of non-governmental organisations (NGO's) came into being to fill the gap and to address inequalities and under-provision. Many of these have remained even after the change of government, and in many instances still set the tone for social delivery. It follows, therefore that a number of intergenerational programmes also happen through them, whether co-incidentally or by design.

Amongst Black South African and Coloured families, much of the education and care of young children under the age of 6 years, falls to older women. Many of them are grandmothers taking care of their grandchildren (due to a range of factors, e.g. teenage pregnancies, single motherhood, parents working, AIDS orphans, etc.), but what typically

happens is that this expands to taking in other children in the community for daycare. Thus a great number of small home care groups (usually catering for about 6 children) have developed, also as a means of income for these older women.

The role of the well-developed Educare NGO sector has been to identify these women, train them and support them with home visits, networking and in some instances nutritional support. Training is being given to these women in the basic elements of good childcare and early education, and the level of training is usually geared to the capabilities of the women. There are also examples where the programme has been structured to create a role for seniors in such as the utilisation of an old-age home in KwaMashu Township in Natal as a vehicle for providing an educare service for the young children in their community.

The South African Council for the Aged is training and preparing older people for the implications of AIDS and more specifically for their renewed role as "parents". This involves for instance bringing them up to date on computers and information technology, making them literate, etc., so that they may be adequately equipped to care for, guide and command respect from the young children who become their responsibility when their parents die of AIDS.

Outcomes-based education is the official policy and focus of the educational process at school level in South Africa. Within this, there is a strong focus on life skills. For this purpose, community members are encouraged to come and share their experience and skills in the classroom, and in many instances this involves the older people in a community. Grandparents are being actively encouraged in to the classroom to share their history and be read to by the children.

Also playing a role in drawing more older people into classrooms, is the fact that class sizes are very big and teachers need assistance in order to function effectively. The older people come in and tell or read stories to one group while another group is working with the teacher, or they help with listening to the children's' reading, etc.

Another trend is that of the government moving increasingly towards providing multi-purpose centres, where old people can be receive health care, pension pay-outs, entertainment, etc. but also where they in turn can provide a service to children.

There is also evidence that young people have been and are being encouraged to serve the needs of older people on a voluntary basis. Some of this happens through schools and colleges, where visitation, garden upkeep, doing errands, etc. is arranged, while in other instances they are community or church-based initiatives.

General assessment of IP initiatives

The South African Council for the Aged has a good standing with the Dept. of Welfare and Population Development and there is mutual support for the efforts to integrate generations, through for instance the multi-purpose centres where both young and old can

serve and be served. A number of these projects are still in the early stages, as are the projects surrounding AIDS, which means their effectiveness can not yet be comprehensively or conclusively measured.

While Intergenerational Programmes still do not have a high profile in South Africa, there is clearly a commitment and an increasing move towards IP's and a learning society which includes all ages. Most South African universities have a Centre for Adult and/or Continuing Education, or a Division for Lifelong Learning who inter alia do research into the recognition of prior learning, issues of greater access for learners of all ages to tertiary institutions, etc., all of which points to the development of institutions that cater for learners of all ages.

Future needs assessment

- To evaluate and write up the examples of Intergenerational Programmes taking place.
- To distribute this information and create greater awareness of the potential of IP's, and greater awareness of issues around age, intergenerational contact and intergenerational learning.
- To create a higher profile for IP's in general and lobby for an intergenerational component to be part of most learning and social initiatives, as well as social policy.
- To secure more financial commitment from Government for IGP's and increase the instances where they take place, as well as support those programmes that are already taking place and enable them to expand.
- To create projects around computer literacy for all ages.
- To investigate the potential for intergenerational learning on normal functional literacy.

Chapter Ten
Sweden

Ann-Kristin Bostrum

Introduction

Sweden has a population of a little more than 8,8 million people. The year for retirement is normally the year of a persons 65th birthday. Currently there are about 1,5 million people in Sweden who are more than 65 years old which constitutes more than 17.5 % of the total population. Older women are the majority of these. Older people over 80 make up 5% of the entire population and there are almost twice as many women as men in the cohorts past 80. There was a very high birth rate in the early 90´s but that has now decreased. There was a high birth rate during the 1940s and the result of this will be a population with an increasing percentage of elderly people. In the year 2020 it is expected that 22 % of the population will be +65.

Trends in Social Change

In the Swedish welfare state the public sector has assumed responsibility for social service and care for elderly and children. The care for the elderly is a public responsibility and is provided by qualified staff, who have been specially trained. The increased degree of employment for women has been met by a family policy designed for childcare.

Although care for the young and the old is a public responsibility, informal care is provided by both family and volunteers. There are no reliable numbers for the amount of help that is given but it is estimated to be of great importance. The informal care goes both ways. Younger people are helping their parents and retired parents take care of their grandchildren. Most retired people in Sweden live by themselves but are reasonably near to their friends and relatives.

In a longitudinal study starting from 1938, the Malmö study, (Bang, 1995) a questionnaire distributed 1994, when most of the persons in the study were 66 years old, included questions of how people from the first welfare generation in Sweden looked upon their life as retired persons. The questions were closely connected to quality of life, where it was expected that health might play an important role. A qualitative study of answers and comments in the questionnaire showed that one of the most important dimensions in Quality of life was "Network". This category was almost twice as important as "Health" and "Work". The category of Network was divided into grandchildren, children, husbands and wives, parents, friends, pets and workmates. Grandchildren was the overall most important category closely followed by children and husbands and wives. The study shows the importance of family network in Sweden.

Unique historical factors

In Sweden there were projects in the 1970´s and 80´s which aimed at integrating children and old people in the same buildings. The projects were not prolonged and there is not

much documentation. They were, however, government sponsored. By contrast most of the programmes you found nowadays are implemented from the bottom-up and the founders have to work on voluntarily basis and look for sponsors. The sponsors are both from the public and private sector.

Towards the end of the 1990´s intergenerational programmes began to expand quickly. One reason for this was the structure of the retired people's associations. When they want to start a programme they can easily spread it to their members. In Sweden almost 50% of those over the age of retirement are members of such an association.

The old people's organisations were founded in the end of the 1930´s and the beginning of the 1940´s. There are two big associations for retired people in Sweden and some smaller. The PRO has about 380 000 members and the SPF has about 200 000 members. They are very well structured and it is possible to be a member in one of these associations wherever you live in Sweden. There are 1500 respective 890 local organisations which are connected to regions and to boards representing the whole country. The organisations are not political and their representatives can negotiate with the Swedish government.

General Status of IP

Intergenerational learning in Sweden has an old history regarding the informal learning that has taken place and still does. However, the formal concept of Intergenerational programmes, as such, is not used. The concept is new for Sweden. But there are both private initiatives as well as more broadly structured programmes. Most of these are developed at the local level. There is no "centre" for IP in Sweden. An investigation of the existing programmes is currently being undertaken by the Institute of International Education at Stockholm University.

Evidence in education/social policy

The Swedish Government has adopted the theme of the UN international Year of Older Persons "A Society for All Ages". Within this there is an effort towards bringing about a broader discussion on subjects like lifelong learning and contacts between generations and as a follow up the government started the Elderly project to work with these questions.

In Sweden the Department of Education and Science has the responsibility for childcare and education for children. The Department for Health and Social affairs is responsible for old age care. However in the Elderly project there are representatives from both Departments so it would be made easier to connect the different generations. The Elderly project also has the responsibility for funding of projects. Projects could be applied for in four different categories, where two could be titled "care" and two were more about involvement in society.

The themes were:

1.Participation of the elderly in the community and the elderly in working life.
2.Young people and the elderly together for a better future.
3.Attitudes towards growing old and the elderly.

Currently being developed/implemented

This is an overview of recently started programmes and the structure behind them. There are many initiatives across the countries that are not yet documented. These are individual as well as initiatives from churches and sports organisations. Differences are evident between rural and city areas. Sweden has also almost one million immigrant inhabitants where there may also be different structures regarding the Intergenerational programmes. These differences within the country are not described or documented at the moment.

When the Elderly project distributed the money for new initiatives in June 1999 10 out of 64 projects selected were intergenerational programmes. Three of these were IT projects, where the aim is to connect young and old people in virtual reality as well as in reality. One project is to inform students in 4th to 6th grade about ageing and dementia. Another project is named "over generation barriers" and one is called Young meets Old. There is also one where young people escort old and one that is named Mix of Generations. Then there is one with a meeting place for people of different ages and a project, which is developing common meeting places for all generations.

Another programme was started by the retired peoples organisation the PRO. The PRO has a congress every 4th year. The last one was 1996. At that meeting they decided that in their program should be include a section on intergenerational learning (Gemenskap mellan generationerna).

There are three objectives in this program:

1. To decrease the segregation between the younger and the older generations.
2. To create a society that is safe for all, in co-operation with other generations.
3. By experience and knowledge to increase their involvement in society

The PRO has a folk high school of their own. Senior citizen can go there for courses from all of Sweden. The price is the same for boarding and travel, to not be to expensive for those who live a long way from the school. There are also courses for persons who are out of work. One of the courses is about Intergenerational learning and meetings between generations. It is a weeklong and has a course book to read for discussions and also a guide on how to come in contact with schools, and what to do when you have succeeded.

A programme called Seniornet started 1997. It was initiated by the Governmental IT commission and is a volunteer association for people + 55 which have a goal that 25% or more than a million older adults will be active internet-users in the end of the year 2000.

The two big organisations for retired people, PRO and SPF collaborate and a bank sponsors the programme. One of the objectives of this programme is to "build bridges" between generations. They have started co-operation with schools and are also sponsored by the Elderly project.

One project that started in the fall 1996 is "Grandfathers" in schools. The project is also called "More Men in Schools". There were two men from the beginning who came up with the idea and made a pilot study. The project was successful and has gradually expanded. In 1999 twenty-eight men are working in projects, in nineteen different schools

Main features of IP

Intergenerational learning is a new concept for Sweden. The government has four objectives for a National action programme for 1999, the International Year of Older Persons. The Elderly Project develops programmes and co-ordinates resources. The PRO, one of the associations for retired persons in Sweden has an action plan from 1996 for intergenerational learning. They also have study-circles for retired persons in this subject. Schools may apply for money for intergenerational learning in technology. The "Grandpa in school" project is sponsored by the National Agency, the County Administrative Board, and the County Employment Board as well as private funding. The Government is sponsoring Seniornet through the Elderly Project in co-operation and connection between the PRO and SPF. Most of the initiatives come from the old people but schools have started to see the advantages of having more adult people in the schools.

General assessment of IP initiatives

As Swedish intergenerational programmes are new initiatives in many cases, there are few evaluations and no longer time assessments applied to them. Therefore it is not possible to assess their effectiveness and accessibility at this current time. Training goes on in study circles (PRO) and in seminars in the Grandfathers programme.

The grandpa programme has given many children opportunities of meeting an older man, which has been very effective for both participants. Many more schools are anxious to get a grandpa but there is a shortage of old men as well as resources to train them. The school projects of the Seniornet gives many children and elderly a chance to meet and learn from each other.

Future needs assessment

There will be a need for evaluations of the ongoing programmes as well as doing an extensive coverage of the formal and informal initiatives of intergenerational programmes that can be found in Sweden. It will also be interesting to look at the differences between city and rural areas.

Chapter Eleven
The United Kingdom

Alan Hatton-Yeo

Introduction

The demographic profile within the United Kingdom shows a number of consistent and marked trends. People are living increasingly longer, the birth rate is showing a steady decline and the mean age is increasing steadily. This means that the numbers of older people is increasing at the same time as the number of the young is reducing.

In 1996 there were 9.25 million people over the age of 65. This is projected to increase to 12 million by 2021 and to 14.6 million by 2061. Life expectancy is predicted to increase from 74.3 years in 1996 to 79.5 years by 2021 for men and from 79.5 years in 1996 to 82.6 years by 2021 for women. By the middle of the next century the number of people aged over 75 will have doubled and the number aged over 90 will have more than tripled. At the same time the numbers of young people aged under 16 is projected to steadily fall from 12 million in 1996 to just over 10 million in 2061.

This major shift in age has occurred at a time when a number of factors have been contributing to the ongoing debate within the United Kingdom as to the nature of its future social structures and policies.

Economically the UK has been forced to redefine itself as its traditional Heavy Industries have contracted massively leading to high unemployment and changes in work practice and security. This has been accompanied by a significant change in the role of women in the workplace.

Traditional family structures have been eroded and children have an increased possibility of being born into single parent families with a raised probability of experiencing poverty. Concerns are being expressed about the effectiveness of the educational system in preparing young people adequately for citizenship and there is a belief that traditional community structures have been weakened leading to a breakdown in positive contact between social groupings, particularly the young and the old.

A significant proportion of young people, particularly young men, are growing up disaffected from Society. The tradition of the Welfare state in the UK has also been significantly reviewed because of economic and demographic factors, and older people are still too often described in terms of deficit, burden and need rather than recognising the increased health and vitality that older people now enjoy. Against this background of concern government and other bodies are actively seeking ways to revitalise communities and recognising Social Policy as a major vehicle to underpin this.

General Status of Intergenerational Programmes

There has been historically, within the UK, a strong tradition of the young learning from the old in their role as respected elders or through structures such as apprenticeship schemes and trade guilds. This is now much reduced. Within the UK there is a strong recognition of the potential for the old to benefit the young and for the need to rebuild bridges and contact between the generations. However, the conceptual understanding of why this is important, how it operates and what it can achieve is still in its infancy.

This development of understanding has, however, been fortunate in being fueled by work elsewhere in the world, particularly America and Europe. In the last five years a considerable amount of Intergenerational Activity has been undertaken and a feature of this is that projects are now attempting to evaluate and disseminate their findings to a wider audience. However, university research departments are only just beginning to recognise this as a field of study and one that does not tidily fit to the traditional sectorial approach of both universities and government.

A major factor for the development of many Intergenerational programmes has been the increasing recognition of the need to develop volunteering opportunities for older people, both to strengthen current social provision and in recognition of the value to older people and their communities of them being engaged in life-long learning processes and the resource that they represent.

There are a wide range of programmes now in existence within the UK. It must, however, be noted at this point that bringing young and old together does not automatically result in positive and beneficial exchange. If not properly facilitated and planned activities may confirm or exacerbate prejudice. The term Intergenerational does not yet have a common agreed definition within the UK.

The range of models currently being developed and implemented within the UK include:

- A number of different models of older people acting as mentors in school based settings to young people experiencing difficulties or at risk of failure.
- Young people, facilitated by professional artists, working with older people in residential homes or daycare settings, where Asian and Somali elders and people with dementia live, in order to enrich their lives.
- Young people visiting older people with visual impairment in their homes to provide communication support.
- Young and Older People being facilitated together in community action groups to influence local services and build mutual understanding. This model is being developed to address social fragmentation and marginalisation in urban settings.
- Projects around the young and old working together on citizenship, oral history programmes and skill development in areas such as information technology and art.
- Older people acting as wise advisor to the child and parent in vulnerable single parent families.

Although IP is still in the early stages of its development in the United Kingdom there is evidence already that the government are becoming interested in its implications for Social Policy. The Department for Education and Employment has funded pilot work to develop and evaluate IP: there is Intergenerational representation on the UK Strategy Mentoring Group; Ministers are being briefed and beginning to refer to IP in speeches; and there is an increased recognition at all levels of the potential of IP to address a number of the social problems that are high on the current government's agenda. These include high youth crime, urban fragmentation, youth disaffection and promoting volunteering opportunities for older people.

Main Features of Intergenerational Programmes

Currently Intergenerational Programmes are being delivered in a wide range of settings but the majority are either school based or delivered in institutional settings for older people. Typically the lead organisation on these initiatives are voluntary organisations, which may be either local or national, who then develop collaborative arrangements with other partners for the delivery of the programme. Other organisations involved include Education Business Partnerships, Schools, Local Education Authorities, other Voluntary Organisations and Local Authorities. Within the UK Universities are rarely involved. Funding comes from a variety of sources and increasingly, as the value of IP is better understood, statutory funding is being received.

The implementation of projects is normally through an officer or co-ordinator from the lead organisation who facilitates all aspects of the programme. By its nature IP is intersectorial and one of the challenges of setting up such programmes is enabling relationships between agencies who would not normally work together.

As voluntary sector lead initiatives the objectives of programmes often reflect the objects of the lead organisation. There is no strategic approach as yet to the development of IP in the UK. Most projects will rely on the lead co-ordinator to manage the delivery of the programme but in some cases a franchise model has developed where a national organisation will facilitate the development of a local scheme.

A key factor in the successful delivery of the project is the skills of the professional to facilitate the relationship and contract between the young and older participants. The art based model referred to earlier is successful because skilled artists trained to work intergenerationally and with the right attitudes and approach enable the participants to come together.

The recruitment, training and retention of volunteers involved in projects is also a major factor in whether or not they are successful. The schemes that have thrived have demonstrated a commitment to recognising and valuing the contribution that the volunteers bring and developing training and support programmes that optimise their success.

For professionals involved in developing and delivering IP within the UK the development opportunities are still very limited in the UK. A number of organisations provide training and development around particular types of programme but currently, in the UK, there is no professional training or development available that enables practitioners to achieve a recognised qualification or to develop their conceptual understanding of the principles that underpin best practice.

General assessment of current initiatives.

The systematic understanding and appraisal of IP in the UK is at its early beginnings. There have, however, already been a number of evaluations and reports published and some of these are referenced in the bibliography. Emerging from this early work is a body of evidence that demonstrates both the actual and potential value of IP in promoting benefit for the young, the old and their wider communities.

Within the UK perhaps the most significant implication has been the emerging potential for adapting and using IP as a model for community action and community development. IP is not being consistently delivered across the UK at the present time and its accessibility is consequently restricted to those areas where projects and initiatives currently exist. Where projects do exist the greatest benefit demonstrated to date has been to release the potential of older people to contribute positively to their community and at the same time to meet their own needs for a valued role and identity.

Future Needs Assessment

Intergenerational Practice is at an early stage in its development within the UK. To achieve the potential that it appears to possess a number of elements need to be in place to promote its future growth. These include:

- A robust and commonly agreed set of features as to what Intergenerational Practice is.
- The systematic development of research and evaluation to give hard evidence as to the value of the approach.
- The development of accredited training for professionals involved in the field to promote their development and status.
- The bringing together of people involved with IP in the UK to promote its development strategically at all levels within the UK.
- The development of networks to share good practice and technical support.

Intergenerational Practice has already achieved a considerable impact within the UK. However, confusion exists as to exactly what it is, there is a lack of evidence to promote its development and a lack of co-operative structures to bring together those involved to promote its future development. Given the necessary support and promotion IP is potentially one of the most significant means available to address many of the social problems and difficulties we currently experience in the UK. The challenge that faces us now is to build the structures and strategies to achieve this potential.

Chapter Twelve
The United States.
Sally Newman

Introduction

Within the U.S. there are several major demographic and societal trends that contribute to our country's responsiveness to intergenerational policies and programs as vehicles for social change and particularly as a solution to issues affecting our young and old. These trends include:

- Approximately 17% of the population are over 60 years of age.
- Seventy-five percent of this group are active and interested in remaining involved in the community.
- It is projected that the number of adults over age 60 will exceed 22% by the year 2020.
- Currently, in 50% of our families with children under 16 there are two working parents.
- In 32% of our families with children under 16 there is a single parent, typically a working mother.
- Approximately 35% of our nuclear families are geographically separated from their elder family members.

These trends: growing numbers of older adults; large numbers of families with a need for care for their children; and limited consistent extended family contact have contributed to a readiness in the U.S. for a social model that organises ways in which to address some of the needs of our young and our old.

Concurrent with these demographic trends has been the emergence of a change in the economic and social climate in the U.S. For the past 30 years, economic changes have created a geographic, social and recreational separation within American families resulting in limited cross-generational familial interaction. Additionally beginning in the 1980's, we have seen a change in the social climate in the U.S. with an increase in violence and poverty and a decrease in public support for the social service systems, such as school, childcare and eldercare.

In the 1970's, intergenerational programs were created as a vehicle to respond to some perceptions of psychological distancing among the young and old. This distancing some thought, was a function of geographic separation within our families and consequent lack of consistent and frequent generational contacts. In the 1980's and 1990's, intergenerational programs have been created to address social conditions, such as increased loneliness, lowered self-esteem, school dropout, drug abuse, violence and inadequate support systems for both populations.

Intergenerational programs are grounded in the notion that there is a synergy between the young and the old and that this connection is both timely and natural and is based on

reciprocal needs. These reciprocal needs have been referenced by human development theorists, such as Erik Erikson and Lev Vygotsky.

Reciprocal needs directly linking the generations

Older adult's needs	Children's needs
To nurture	To be nurtured
To teach	To be taught
To have a successful life review	To have a cultural identity
To communicate positive values	To have positive role models
To leave a legacy	To be connected to preceding generations

Sally Newman and Thomas B. Smith, "Developmental Theories as the Basis for Intergenerational Programs, "Intergenerational Programs: Past, Present and Future, ed. By Sally Newman et al. (Washington, DC: Taylor & Francis, 1997)

Accompanying these reciprocal developmental needs are social needs that reflect the placement and roles of these two generations within the large American society. They are the need to:

- feel secure
- have a place in society
- be valued
- be accepted

Current status of Intergenerational Programs

Three basic intergenerational program models have emerged in the United States:

- Models in which older adults, both well and frail, independent and dependent serve mainstream, at-risk, and gifted children and youth.
- Models in which children and youth from all segments of society serve older adults who are typically isolated, at-risk, or institutionalised.
- Models in which the old and the young form teams to serve the community.

Intergenerational programs are evident throughout U.S. in rural, urban, and suburban communities and involve diverse socioeconomic, ethnic, and racial groups. The programs are based in a variety of settings, such as schools, childcare centres, long-term care facilities, adult day care centres, senior centres, community centres, churches, synagogues, group homes, and libraries, in fact in any setting in which young and old come together.

The largest program model is in schools where over two million persons, 55 years and older, serve as tutors, mentors, resource persons, coaches, and friends to children and youth ages 5-18. In these programs, older adults may volunteer or may receive a stipend depending on their skills, needs, job description, and number of hours they work with children.

Another frequently seen model involving older adults serving the young is intergenerational childcare programmes in which older adults (volunteer or paid) work with young children in day childcare, preschool, or Headstart. This model may have active older adults as paid volunteer caregivers for the children. Other intergenerational models of this type abound in the U.S. They include: older adults helping immigrant children learn English, older adults as mentors to children with special needs, retired professionals helping college or high school students prepare for the workplace and older adults helping families with children who are psychologically or emotionally at-risk.

A second intergenerational programme model that is evident throughout the U.S. involves youth serving the elderly. Throughout the country, young children, school age children, and college age youth participate in community service or service-learning programmes. Young children in childcare may visit frail institutionalised older adults to share activities, i.e. music and crafts. School age children and youth serve older adults as friendly visitors, tutors, and companions as part of their education experience, fulfilling hours of service to the community. Currently, thousands of our school age students have elected to work with the elderly in their community to complete this valuable component of their education.

The third intergenerational programme model in the U.S. involves teams or groups of older adults and youth that collaborate in service to their community. Young and old together plan and engage in a variety of projects. These may include improving the physical environment of the community by creating gardens or playgrounds; serving the homeless or the needy by providing food, clothing or toys for the children; or supporting a community project by integrating their performing arts skills in a fundraising event. This partnership model enables both older adults and youth to combine their skills and strength as they serve the community and develop strong bonds.

An important and consistent element in the development of each model is the preparation of the participants in the programmes. For each model, there is a training component that is designed to enable the young and old participants and the programme managers to understand their responsibility in the programme and to develop skills that will facilitate successful implementation of the programme. Training typically occurs before the programme begins and continues at given points during the program development.

These three models reflect the diversity of intergenerational experiences available in the U.S. All these models are designed to promote meaningful and ongoing relationships between our old and young and to offer opportunities for these two generations to interact in activities that promote growth, learning, increased understanding, and respect for each other.

Characteristics Common to Intergenerational Programs

The intergenerational program models cited above often differ in many ways including the participants, the location of the programme, the type of activities, and the systems or

organisations responsible for their implementation. In spite of these differences there are common characteristics that are universal indicators of success:

- Both older and younger participants benefit
- Goals and objectives are clearly defined
- Collaboration exits between agencies
- involved in program development
- Roles and Responsibilities of participants(volunteers/professionals) are clearly defined
- New social roles, new perspectives and increased mutual understanding occurs for the older and younger participants
- Programmes meets a defined community need
- Administrative and programme staff are committed to the programme
- Staff and volunteers are well-trained
- Programme is a manageable size
- Programme has status in the community
- Evaluation procedures are integral to the programme

These characteristics may also be applicable to intergenerational programme development in countries across the world.

Reflections

After 20 years of work in the intergenerational field, we are able to report on the overall impact of intergenerational programmes. These reports are drawn from evaluations or applied research projects that examine the generational effects of these models.

- For the children and youth there is evidence of improved self-esteem and self-worth, improved academic performance and motivation to learn. There are reports of more positive attitudes toward themselves and older adults, lowered rates of dropout from school, and an increase in positive behaviors in school and at home.
- For the older adults there is evidence of more productive use of time, reaffirmation of worth, increased satisfaction with life, enhanced cognitive function, improved mental and physical health, and improved feelings of self-esteem and self-worth.
- For both these groups there is growing evidence of reduced loneliness and renewed connectedness to society.

Perhaps the most powerful examples of the impact of these programmes are the comments of older and younger people who have been profoundly touched by their intergenerational interactions. The following exemplify statements of programme participants:

- An older women over 80 and functionally blind said of her teenage friend who read Shakespeare to her every week "Elizabeth is like a breath of spring to me. She is my eyes and spirit, and keeps me connected to the world around me that I no longer see". This friend continued for almost a decade.

- A teenage high school minority youth (Tommy) whose mother was a drug addict and whose father was jail was asked why he came two days each week after school to be tutored in Maths and English by a retired Caucasian corporate executive. Tommy said, "I come because Dick cares about me even though we come from different worlds. Dick helped me go from a (F) to a (C). He was proud and man, I think that is great."

Public Policy

As the number of older adults increases and the number of children and youth in need increase, it is imperative that public policy initiatives at the local, state, and national levels focus on addressing the needs of the two populations at each end of the human continuum. It will be essential to provide legislation that improves the quality of childcare by increasing the number of intergenerational programs that serve our young. This includes older adult mentors or tutors who support learning of at-risk and mainstream students and that enhances intergenerational support for the increasing number of persons over 80 years of age. Ongoing legislative support for national community service will make available the youth volunteers needed to serve America's aging population.

The Future

As the need for intergenerational approaches expands in the U.S., there is an increased need for professionals skilled in developing, evaluating, and researching these programs. It is timely, therefore, to prepare human service professionals to become specialists in the growing intergenerational field, supplementing their existing skills with skills needed in a new Intergenerational Human Service field.

At the beginning of the new millennium, intergenerational job options are becoming more available for professionals in a variety of fields, such as education, childcare, developmental psychology, community development, mental health, and aging. It is appropriate therefore to provide options that enable students and professionals to acquire credentials that enable them to succeed in intergenerational work and to be acknowledged for their competencies. During the 21st century, we will see a focus on revitalising our American communities and empowering its members to participate in this revitalisation.

Those of us who see the U.S. through an intergenerational lense see as a challenge for the millennium the creation of a nation in which the young and the old use their strengths and insights to build a humane and caring society for all generations. As eloquently stated by Senator Hubert Humphrey, during his farewell address to the senate, we can measure the quality of our nation by the way we treat the young in the dawn of their lives and the old in the twilight of their lives. We in intergenerational work believe the linking of the young and old to improve the quality of life in our nation will result in a "quality" nation.

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